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ABSTRACT

This manual outlines effective program planning and proposal development techniques for preemployment and employment-related training programs. It is intended for use by staff of community organizations, business and industry, labor unions, social service agencies, and educational institutions. Section I is an introduction. Section II describes the steps used in developing a proposal, including researching a project idea, approaching and working with funders, and writing the actual proposal. Section III describes the common components in training proposals. It details how to research the component and what to include in the funding proposal. These components are described: the covering letter, proposal introduction, target group training needs assessment, labor market needs assessment, project goal and objectives, training plan, evaluation, implementation plan, budget, and proposal summary. Section IV details effective style and format for proposals in order to create a favorable impression and ensure readability. Section V contains these appendixes: information about funders, networking and umbrella organizations, sample letter of support, excerpt from the fourth annual Metropolitan Toronto and York Region Labor Market and Training Needs Assessment, labor market survey questionnaire, learning process tool for students, and a four-page bibliography. (YLB)

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George Brown
The City College
Community Outreach Department

St. Stephen's Community House

EFFECTIVE PROPOSAL DEVELOPMENT

A HOW-TO MANUAL FOR SKILLS TRAINING PROGRAMS

Prepared by
ELIZABETH D. BOHNEN

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PREFACE

In 1987, the Community Outreach Department of George Brown College received funding from the Ontario Ministry of Skills Development to produce a manual to assist community groups in the evaluation of their training programs. This **Evaluation Manual for Community-Based Training Programs** was very well received, and from its use a new need surfaced. The funders, the College, and community groups expressed interest in a second manual, to help in the initial development of training programs and the preparation of funding proposals.

George Brown College, with St. Stephen's Community House, therefore applied to and received funding from the Ministry of Skills Development to develop a proposal-development manual for use by the public and private sector. The goal was to **increase the effectiveness of training programs, particularly as they relate to traditionally under-represented groups.**

This manual provides a practical, step-by-step approach to developing a training proposal and writing a funding submission. Because funds did not permit research beyond Metropolitan Toronto, many of the specific resources mentioned focus on that geographic area. It is our hope, however, that the manual will be of use beyond that specific location since proposal development and writing is a generic process that transcends geography.

The manual does not necessarily represent the views of the Ontario Ministry of Skills Development.

To obtain a copy of the manual, please contact:
The Ontario Government Bookstore
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(416) 925-2054.

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A detailed outline of the manual and a draft manuscript were critiqued by selected reviewers. Many of their suggestions were incorporated into the final document. Both sets of reviewers are listed at the end of these acknowledgements.

We also wish to offer thanks to the many projects who kindly gave permission to quote from their proposals. They are listed in the bibliography.

There are a number of people who were especially helpful in the preparation of this manual. First, I appreciated the assistance of the Management Committee, consisting of:

Wyn Chivers
Executive Director
St. Stephen's Community House

Terry Dance
Former Chairperson
Community Outreach
George Brown College
and
Current Executive Officer
Vision 2000
Council of Regents

Robert Gwilliam
Dean
Research & Program Development
George Brown College

Teresa Karolewski
Manager
Institutional Research
George Brown College

Jo Lee
Acting Chairperson
Community Outreach
George Brown College

Ratna Omidvar
Former Director of
Program Planning
St. Stephen's Community House

I would like to offer a special, personal, thank you to the following:

Terry Dance who had the original vision for the project and offered many helpful suggestions during its development.

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Elizabeth D. Bohnen,
October, 1988

THE AUTHOR

Elizabeth D. Bohnen is a Toronto-based adult education consultant, with a background in program planning and proposal writing. She gratefully acknowledges the support of her family in the preparation of the Manual: Daniel and Judith Bohnen, David Lemire, and Tony and Rebecca Lemire.

Design and Type:
Cyndra MacDowall/**ArcheType Design & Publishing**

LIST OF REVIEWERS

Initial Reviewers

Keith Baird
Project Manager
West End Machining

Pat Goyette
Manager
Woodgreen Employment Services

Jennifer Gray
Program Manager
Centre for Advancement for Work and Living

Pat Misek
Coordinator
Flemingdon Neighborhood Services

Sandra Tulloch
Executive Director
Theatre Ontario

Rhonda Vanek
Administrative Director
Project Work

Second Group of Reviewers

George Brown College

John Cook
Ontario Skills Development Office

Sandy Fishleigh
Coordinator
Community Services

Community Agencies

Janet Dassinger
Metro Labour Education and Skills Training Centre

Dawn Elliot
Former Executive Director
St. Christopher House

Lyn Grist
Executive Director
Central Neighbourhood House

Jean Halpenny
Executive Director
Job Development Association

Patricia Howe
Employment Placement Coordinator
Women Immigrants of London Office Skills Project

Ingrid Lehman
Project Manager
Ontario March of Dimes Microcomputer Applications Training Project

Wendy Patterson
Program Coordinator
Wanepuhnud

Government

Yvonne Anderson
Toronto Metro CJS Operations, Employment and Immigration Canada

Vladimir Bubrin and Lorraine Hogan
Ministry of Citizenship

Maureen Perlmutter
Program Coordinator
Ministry of Skills Development

External Experts

Barbara Burnaby
Department of Adult Education
Ontario Institute for Studies in Education

Jannie Mills
Associate
United Way of Greater Toronto

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I. INTRODUCTION TO THE MANUAL

I.A. ORGANIZATION OF THE MANUAL

The manual is composed of five sections:

I. **Introduction to the Manual**
II. **Steps in the Proposal-Development Process**
III. **The Proposal Components**
IV. **Style and Format of a Proposal**
V. **Appendices**

I.B. PURPOSE OF THE MANUAL

This Manual outlines effective program planning and proposal-development techniques for pre-employment and employment-related training programs. It provides step-by-step guidance in both **project development as well as the proposal writing necessary to secure funding.** It will be of interest and use to staff of community organizations, business and industry, labour unions, social service agencies, and educational institutions. It has been written both for staff and volunteers of existing organizations who wish to incorporate a training program into their agency, as well as for groups who intend to establish a separate training entity.

It has been written for first-time proposal writers, but more experienced individuals will also find the information relevant. The material will be especially useful when planning programs for individuals from traditionally under-represented groups such as visible minority, native, and disabled people, and women interested in entering non-traditional occupations.

Because of the relatively small amounts of funding available for training from foundations or corporations, this Manual focuses on government funders. The proposal development process is similar but the approach is somewhat different. For more information regarding fundraising with corporations and foundations see *Resources for Community Groups*, a publication of the Ontario Ministry of Citizenship, *A Guide Book to Fundraising for Disabled Persons' Groups* by Ken Wyman and *Fund Raising for Stability: Strategies for Community Fund Raising* by Robert Doyle, et al. (see Appendix A - Information about Funders, Publications, page 139.)

Much of the information in the manual is based on the advice of experienced proposal developers who have generously shared their funding strategies and proposal preparation techniques. As well, a number of funders provided helpful insights into their standards and expectations regarding proposals, including effective approaches and commonly made mistakes.

I.C. OBJECTIVES

The objectives of this manual are to:

1. Outline the key pre-proposal steps when researching and contacting funders.
2. Outline the key post-proposal steps when following up with funders regarding funding decisions.
3. Explain how to conduct a training needs assessment to determine your target group's characteristics, needs, interests, and the

societal barriers preventing them from securing employment.

4. Detail how to assess labour market shortages in order to identify occupational areas for training.
5. Outline effective step-by-step mechanisms for preparing other key proposal components such as identifying program goals, preparing a training plan, building a realistic budget, and defining evaluation methods.
6. Identify guidelines for the format and style of training proposals.
7. List sources of information regarding current funders and organizations with proposal development and funding expertise.

I.D. OVERVIEW OF THE MANUAL

Below is a **summary of the steps involved in developing a proposal.** You might wish to read through this overview in order to have a framework for approaching proposal development and the content of this Manual. If you are experienced in proposal preparation, you can use these checklists as aids in researching and writing a proposal. You can read the detailed sections that follow for those areas with which you are less familiar. If you are new to proposal development you can read the checklists first and then read the detailed sections that follow as you work your way through the preparation of your proposal.

Checklist: Steps in The Proposal-Development Process

(pages 8 to 24)

Pre-proposal Stage

1. Proposal-development team has been assembled.
2. A preliminary needs assessment has been conducted to develop
   a) a general description of target group
   b) possible training activities
   c) possible project outcomes.
3. You have connected with community groups for advice, support,or possibly co-sponsorship.
4. You have explored the funding climate.
5. You have investigated affiliating with a community college, school board, university, or other educational organization.
6. You have researched possible funders.
7. You have decided on the best match between funders and your project.
8. You have developed a one-page summary of your concept.
9. You have presented your concept to the funder to see if there is a match and receive the go-ahead to submit a proposal.

Proposal Writing Stage

1. Your proposal has been researched, written, edited and submitted.

Post-proposal Stage

1. You have followed-up with the funding source until you have received a funding decision.
2. You have followed-up with the funder appropriately, whether a positive or negative funding decision has been received.

A. Checklist: Covering Letter

(page 28 to 30)

1. It is written on the sponsoring organization's letterhead.
2. It reminds the funders of the sponsor's credibility.
3. It highlights key ideas.
4. It demonstrates the sponsor's enthusiasm for the project.
5. It contains a:
   - brief description of the proposal
   - sentence inviting a favourable response to the request
   - thank you for assistance, where appropriate
   - an indication of your intention to follow-up
   - signature of the sponsor's chairperson.
6. You have used the funder's key words where appropriate.
7. It is addressed to a specific person.
8. You do not try to pressure the funder by invoking guilt or pleading for funds.

B. Checklist: Proposal Introduction

(pages 31 to 34)

1. Your proposal introduction briefly introduces your organization to the funder and establishes your credibility vis-a-vis this project.
2. You have used facts and statistics rather than unsupported "we believe" statements.
3. You have included items such as:
   - the history of organization
   - its purpose and goals
   - the size and characteristics of your constituency and clientele
   - previous involvement in or commitment to training
   - evidence of financial solvency
   - a description of community participation in your work
   - quotes from supporting letters.
4. It is readable, concise, interesting.
5. Ideas flow logically from the credibility of the organization to the particular project at hand to the next section on needs assessment.

C. Checklist: Target Group Training Needs Assessment

(pages 35 to 64)

Your training needs assessment of the target group:

1. Investigates:
   training-related characteristics including a) demographic characteristics, b) strengths, c) needs, d) interests and e) societal barriers to participating in existing training programs.
2. Relates to the requirements of the labour market to ensure a match between the two.
3. Enables you to decide on an optimum number of trainees, potential referral sources, recruitment strategies, selection criteria, and procedures.
4. Varies in scope according to the amount of information already on hand, the funder's requirements, and the program planning requirements.

5. Involves developing a research plan precisely defining your focus, your method, and your sample.
6. Your research plan contains an employment equity component in order to investigate the needs of traditionally under-represented groups.
7. Your proposal contains a summary of your research plan and of your findings. Your findings:
   - relate to the purposes and goals of the sponsoring organization
   - demonstrate input from potential target group members
   - demonstrate that you are not duplicating service
   - demonstrate community support for the project.

D. Checklist: Labour Market Needs Assessment

(pages 65 to 79)

1. Your labour market needs assessment presents documented areas of skill shortages and, hence, jobs in your community.
2. The training activity matches the needs and interests of your target group.
3. Individuals interviewed have been considered for advisory committees, boards of directors, work placement hosts and employers for graduates.
4. A research plan has been developed, defining precisely your focus, method, and sample.
5. Generic and specific occupational skills have been considered.
6. Interviews with local employers have been conducted.
7. Your proposal:
   - relates your labour market needs assessment findings to the needs and interests of the target group
   - uses findings from the local labour market supported by general findings from the literature
   - includes a clear description of the occupational area
   - demonstrates that jobs are available in this area and that there is support for your project from local business, industry, and labour
   - demonstrates that you are not duplicating other projects
   - presents statistics in summary form
   - organizes the information so that it can flow into the goals and objectives
   - does not contain value judgments; findings are substantiated with evidence.

E. Checklist: Project Goal and Objectives

(pages 81 to 84)

1. Your project goal contains a definition of the target group and a statement defining general outcomes.
2. Your goal and objectives connect to your findings from your needs assessments.
3. Your project objectives state what is to be accomplished and when.
4. More is not promised than can reasonably be accomplished.

5. Objectives are not confused with methods (methods are discussed in your Training Plan).
6. Three kinds of Project Objectives are included:
   - Placement and Cost Objectives
   - Program Objectives
   - Employment Equity Plan Objectives.
7. Your proposal contains a combination of a short narrative with objectives in list form.
8. A logical format has been used for listing of objectives: either chronological order or in order of importance.

F. Checklist: The Training Plan

(pages 85 to 107)

Your Training Plan includes:

1. The title and definition for the occupation for which you are providing training.
2. Training prerequisites.
3. Performance objectives.
4. Program schedule.
5. Training methodology.
6. Organizational structure including staff team.
7. Description of the training facility.

The Training Plan:

1. Flows clearly and directly from the Project Goal and Objectives.
2. Responds to the needs of the target group and the labour market.
3. Is presented using brief narratives and easy-to-read charts and tables.

G. Checklist: The Evaluation Plan

(pages 108 to 114)

1. Evaluation will be integrated into the program to give feedback to trainees and allow for improvements throughout the project.
2. As much as possible of the evaluation plan has been developed so that it will be in place as soon as the program begins.
3. The plan is realistic about what can be accomplished; sufficient resources have been built into the budget to cover evaluation costs.
4. The evaluation plan:
   - is trainee-centred
   - respects confidentiality
   - will be situated in a climate that welcomes feedback
   - is based on sound research methodologies so that the information is believable and useful.
5. The evaluation plan uses as a framework project objectives and program features, or a combination of both.
6. Information will be gathered about numbers and processes.
7. Evaluation techniques include a combination of questionnaires, interviews, staff observations, tests, analysis of records, keeping of logs, and discussions.
8. The sample includes trainees, staff, and employers.
9. Once the information is collected, responses will have

to be summarized, interpreted, and communicated to relevant staff and those to whom the program is accountable.

10. The proposal contains as much detail and precision as possible, using a combination of narrative, point form, and charts.

H. Checklist: The Implementation Plan
(pages 115 to 119)

1. All major activities are listed covering:
   - acquisition of training facilities
   - hiring of staff
   - recruitment and enrollment of trainees
   - acquisition of equipment and supplies
   - development of curriculum and evaluation plan
   - implementation of evaluation plan
   - placement of graduates
   - other activities unique to your organization.
2. Times have been estimated for completion for each activity.

I. Checklist: Budget
(pages 120 to 127)

1. The funder has been asked about:
   - rules regarding "borrowing" from other categories
   - what happens to unspent funds
   - guidelines for percentage maximums and minimums for each category
   - general expectation for total project cost.
2. The budget follows funder's guidelines, including:
   - a summary
   - a breakdown by expenditure categories
   - other breakdowns such as monthly cash flows as may be required
   - budget notes.
3. Key principles have been followed:
   - all project activities are covered
   - it is neither too skimpy nor excessively padded
   - addition has been double-checked.

J. Checklist: Proposal Summary
(pages 128 to 129)

1. It is brief, clear, and interesting.
2. It includes:
   - the name of the sponsoring organization
   - a section on the organization's credibility
   - a summary of the needs assessment, objectives, training activities, and evaluation plan
   - the total cost, less funds to be obtained elsewhere, and the amount requested of this funder.

I.E. FUNCTIONS OF A FUNDING PROPOSAL

A funding proposal serves a number of important functions. Each of these functions is equally important and has been taken into account in the approach to proposal development suggested in this manual:

1. Your proposal is a **plan of action**. When writing a proposal you follow all program planning steps, working through an identification of need, objectives, training plan, budget and evaluation method. It will serve as your key reference when implementing your program.
2. Your proposal is a document of **persuasion**, convincing funders that your project satisfies their interests and requirements.

3. Your proposal, if funded, will form the basis of a **legal agreement** between yourself and the funder, outlining what you promise to do in return for their funds.

When developing a proposal it is best to keep in mind each of these functions. If you prepare a proposal based *only* on the funder's interests (the "give the funder what they want" approach) you may well end up with a project that does not really fit your organization's goals and/or capabilities. If you prepare a proposal that is only geared to the needs of your community, disregarding your funder's interests and requirements, you will probably not be funded. And, if you promise too much because you are trying to impress the funder or have unrealistic, overly ambitious plans, you may end up with a contract with terms that cannot be met. Unmet promises will jeopardize your credibility for future funding.

A complete, well-written proposal, geared to the community's needs and the funder's requirements, will greatly increase the chances of your project receiving funding. While such a proposal may not guarantee funding, an ineffective proposal is more likely to be rejected or subjected to questioning, requests for justifications, and massive rewrites. Preparing a good proposal can take from three to six months, but it is time well spent compared to the frustrations and delays involved with an incomplete, poorly written one.

II. STEPS IN THE PROPOSAL-DEVELOPMENT PROCESS

Below are the steps used in developing a proposal including researching a project idea, approaching and working with funders, and writing the actual proposal.

II.A. PRE-PROPOSAL STAGE

1. Assemble proposal-development team

Depending on the complexity of your project, developing a proposal can be quite time-consuming. Your organization may want to consider assembling a **proposal-development team**. This team can consist of a coordinator and individuals with special expertise in areas such as needs assessment, curriculum development, or evaluation. Consider including potential trainees on the team as their input could be valuable throughout the development of the proposal. Team members can be brought in at various points as needed, with the coordinator assembling the pieces and writing the proposal.

As you research possible funders, you might look for funding for a **feasibility study**. If your project is sufficiently complex the proposal development may drain the energies of your proposal team. Feasibility funding can cover the cost of staff time or hiring a consultant to develop parts of your proposal. If such funding is not available, try to have volunteers, board members, and interested others join your team. Developing a proposal can take several weeks or months but **it can be done successfully without the help of paid experts.**

If the sponsor — that is the body developing and submitting the proposal — is an existing organization planning on hosting the new project, it is advisable to involve agency staff in the project's development from the beginning. Such staff will have relevant information to share and experiences to draw upon. Once the project is funded, this involvement can help in a number of ways, such as in the resolution of potential conflicts about space and other resources. It is important that new projects support, rather than compete with, existing projects. One organization did not involve staff sufficiently and found itself with a training project sharing a classroom with existing programs. This created difficult scheduling problems and inadequate caretaking for room cleanup.

2. Arrive at a project idea: the preliminary needs assessment

Organizations thinking of developing a training program usually have a general idea of need from their observations of employment difficulties experienced by client groups and their awareness of gaps in service. The first step in developing a proposal is to do some initial research in order to document the true nature of the need. This involves conducting a **preliminary training needs assessment — researching training needs, interests, and societal barriers to employment** — in order to define your **target group,** those people for whom you are considering offering the program. It also involves **researching the labour market** for a possible training activity.

At this stage, your goal is to do a **preliminary** needs assessment in order to see if there is a true training need in your community and to arrive at a concept which you can use to present to funders. **Your organization does not want to spend a great deal of time and money at this point researching and developing a project idea for which there is no true community need or which does not fall within any funder's area of interest.**

The goal of a preliminary needs assessment is to produce a:

- general description of the demographics of the target group: age, gender, ethnic group, etc.
- description of their **training and employment needs and interests**
- description of some of the **barriers preventing the target group from finding and keeping a job and from participating in existing training programs**
- list of possible training activities
- list of possible project objectives.

Methods for conducting needs assessments are outlined in section III. D. Target Group Training Needs Assessment and III E. Labour Market Needs Assessment. You might take a quick look at these sections when designing your preliminary research. For now, you need to consider the following research activities:

Methods

- interviews with small numbers (10 to 20) of potential participants: **your program will be ultimately more effective if you consult potential participants. Funders frequently look for evidence of their input.**
- analysis of existing information that your organization has on hand, or information from other organizations, providing a
  - demographic profile of your potential target group
  - summary of requests for information on training
  - summary of employer needs
- interviews with small numbers (5 to 10) of employers regarding
  - entry level job openings, present and future
  - entry level skill and educational requirements
  - entry level wages
  - need for skill upgrading
  - areas of skill shortages
- interviews with staff of two or three agencies serving the potential target group, such as Family Benefits counsellors, Canada Employment Centre counsellors, social service and training agencies serving the target population, representatives of unions
- interviews with staff from local social planning councils who are knowledgeable about labour market conditions and training
- interviews with similarly knowledgeable staff with the municipal government and/or chambers of commerce
- interviews with staff from your local labour council and/or the Ontario Federation of Labour

- an examination of calendars from community colleges and other educational institutions, for an idea of course descriptions and entry level requirements for various programs. Some community college staff in research or planning departments may have labour market information on hand
- an examination of existing reports on the local labour market such as the *Metropolitan Toronto and York Region Labour Market Training Needs Assessment*[1] published by the Metropolitan Toronto community colleges and community industrial training committees (CITCs) and the federal publication based on the Canadian Occupational Projection System (COPS) *Job Futures, An Occupational Outlook to 1995*,[2] (see Bibliography, Labour Market section)
- a review of business magazines and trade journals available at the public library.

From these research activities you can develop preliminary goals, which are **general statements of purpose,** such as:

> To train unemployed, unskilled youth, who have at least grade 10 education, in a marketable skill. Possible training areas are small business machines repair, welding, basic home renovations, or another area to be finalized through a needs assessment.

3. Connecting with the community

In the process of doing your preliminary needs assessment you may find that there are other like-minded organizations to consider as cosponsors, endorsers, or potential members of advisory committees or board of directors.

There are a number of good reasons for fostering these kinds of connections with other community groups, beyond information for your needs assessment:

- advice on funding strategies
- support, once your project is funded, by referral of trainees, sharing of instructors, advice on curriculum development, etc.
- help with lobbying your funder in the event of a funding crisis
- improvement of your chance for funding: funders look very positively on projects that have input from other organizations, especially when this input can strengthen the connections with the target group.[3] They assume, probably correctly, that projects with solid community connections are likely to have more realistic objectives and curriculum and be more successful with recruitment and placement.

---

1 Joint Project of the Metropolitan Toronto Community Colleges and the Metropolitan Toronto Community Industrial Training Committees, *Fourth Annual Report of the Metropolitan Toronto and York Region Labour Market and Training Needs Assessment*, April 1988

2 Employment and Immigration Canada, *Job Futures: An Occupational Outlook to 1995*

3 Armand Lauffer et al.,*Grantsmanship*, Sage Publications Inc., Beverly Hills, 1977, 44

You can **involve community members** in your project in a variety of ways. The kind of involvement described below becomes more of a possibility as your particular project idea is clarified and you have a firmer understanding of which organizations would be most appropriately involved with the project:

- **co-sponsorship with another organization;** groups to consider include non-profit community agencies, businesses, unions, housing cooperatives, residents' associations, community colleges or school boards (see **4. Affiliating with a community college, school board, or other educational organization,** below)
- **formation of an advisory committee** with representatives from each sector involved — potential trainees, other agencies, employers, labour unions; this committee can provide potential board of director members if your project incorporates
- **joining formal and informal networks** such as those that focus on the target group and labour market (see Appendix B. Networking and Umbrella Organizations).

4. Affiliating with a community college, school board, or other educational organization

Another way of connecting with the community is by affiliating with a community college, continuing education department of a university, or other local educational institution. Services available from community colleges and other such organizations can include:

- information regarding funders and help with proposal writing
- certification of graduates
- course instructors
- assistance with evaluation
- help with financial administration
- loan of capital equipment and texts
- advance payments while waiting for the funder's initial installment of funds.

When meeting with a college or school board staff person regarding their services, it is advisable to ask for a fee schedule and description of expectations regarding record-keeping and curriculum requirements. It is also important to agree ahead of time upon areas of responsibility and processes for decision-making and problem-solving.

5. Researching the funding climate

There are two aspects to developing a training project:

- developing the actual project idea
- finding a funder to cover program costs (unless you are part of an organization where these costs are covered by existing funding).

When deciding on a project idea, it is always necessary to strike a balance between what your organization believes is needed by the

community and what is a priority, some would say "fashionable" with funders. That is, there are ongoing needs, such as serving the unemployed, but at any given time projects serving particular sub-groups and/or using particular methods of training are more likely to be funded than others. Government funders and private foundations alike base funding decisions on a wide variety of priorities including economic and political factors.

Therefore, before actually approaching funders it is advisable to familiarize yourselves with what is called the funding climate or funding environment. This involves discovering the following information:

- the chief funders in the training area
- the funders' priority target groups: youth? social assistance recipients? women?
- the funders' priority occupational training areas: pre-employment skills such as literacy or academic upgrading? employment training such as entry level computer skills or high-tech industrial skills?
- the funders' priority methods: pilot projects? short-term training? combination life/work skills with occupational training?
- approximate levels of funding available

When you actually meet with funders you will want to ask them about priorities, but it is better to do that after investigating the funding scene from the community level. To do this you can interview:

- existing training projects which receive funding from a variety of sources (you will be interviewing some of these projects for your preliminary needs assessment)
- organizations serving your potential target group. One organization particularly knowledgeable about funding is the Job Development Association of Ontario. It is a voluntary association of training projects funded through one particular program of Employment and Immigration Canada (see Appendices A. Information about Funders and B. Networking and Umbrella Organizations)
- personal contacts within funding bodies. This is discussed further under Researching the funders, page 13
- community college and board of education staff.

As well as helping you assess the funding climate, these discussions can further refine your program goals and add to your network for information, advice, and support. You may be interested, for example, in targeting a certain population but discover that most funders are only interested in a sub-group of that population. Your meetings can also help link you up with like-minded organizations which may be working together to have an impact on funders and the funding climate regarding training needs.

Your assessment of the funding climate will help you decide:

- which funders are most likely to be interested in your project
- their requirements and expectations

- what will be the most effective approaches.

6. Researching the funders

Your first task is to draw up a complete list of funders. Funding for training is generally only available from government, primarily federal government funders and, secondarily, the provincial government. Foundations or corporations will sometimes provide funds for one-time only projects or for special purchases.

There are a number of resources available to help research funders (see Appendix A. Information about Funders, for complete listing):

- *The Federal and Ontario Governments Employment Aid Handbook* and *Handbook of Grants and Subsidies of the Federal and Provincial Governments for Non-profit Organizations*, both published by the Canadian Research and Publication Centre and available at most public and university libraries
- the *Canadian Directory to Foundations* and *The Canadian Index to Foundation Grants*, available at the **Canadian Centre for Philanthropy** in Toronto whose resource centre should be visited for other new publications and information on grantsmanship in general
- social planning councils' publications on funding and training
- local politicians, once you have your concept narrowed down; contact your Member of Parliament if you intend to seek federal funding. It is especially important to ask his/her advice on possible funding sources as, at present, the local MP's approval is required for project funding. **One enterprising project called a meeting of its MP, MPP, and alderperson, each of whom made commitments to locate possible funders for the project. Political support is invaluable so it is advisable to involve the politicians from the beginning**
- all levels of government
- Local Advisory Councils (LACs) — committees of local business people and interested others appointed by MPs to give advice to Employment and Immigration Canada on training
- local United Way staff
- Community Industrial Training Committees (CITCs) — committees of local business people who advise both the federal and provincial governments on local training needs.

Once you have your list of relevant funders, you can begin to contact them for **terms and conditions** — a formal description of the funding program including what will and will not be provided for. Sometimes this is called "guide to applicant" or "information kit for applicant" or "grants program application". Many government funders have extensive proposal guidelines included with their application forms.

Review the terms and conditions carefully looking for information about the following (you may have to ask for details in person when you actually meet with the funder):

- target group — limitations regarding employment history, skill level, academic level, other characteristics; income provided to trainees. Does the funder's definition of target group suit the needs of your group?
- program objectives — are they compatible with your ideas?
- training activities — do they dovetail with your ideas?
- successful outcomes — do you define success in the same way? For example, are graduates who go on to further education or training rather than employment considered successful?
- is there funding available for a feasibility study to cover some of your research costs?
- budget:
  - is there sufficient funding available to cover direct and indirect costs, the latter being costs that are incurred by the existing organization?
  - does the funding cover only instructional hours or does it provide for other staff functions such as curriculum development, planning, trainee assessment, evaluation?
  - will the funder cover capital costs?
  - is the sponsoring organization required to co-fund?
- future funding: is there a possibility for funding renewal or not? If your project is not renewed after the first year of funding, will there be other sources to approach? It is not advisable to raise community expectations of ongoing funding if there is little likelihood that the program will be funded beyond the first year.
- **is the amount of labour involved in preparing a proposal worth the funding available?** One organization found that it had spent the equivalent of almost $10,000 in staff time developing a proposal for a project that cost funders $3,000.

Having examined the terms and conditions and the funding climate, you can then begin to decide whether or not to proceed and where there is the best match between the funders and your project.

7. Decide on the best match between funders and your project

The chances of a proposal receiving approval by the funder depends on the **quality of the proposal itself, the effectiveness of your research into the funding climate, and whether you can convince the funder that the project matches their interests**. When developing a proposal it is important to consider:

- your organization's capabilities, needs and priorities and how these are related to the project idea
- how the project idea matches the funders' priorities
- availability of funds.

Successful proposals are ones that **create a match between the project idea and the funders' interests**. Successful matchmaking involves knowing which kinds of projects funders are prepared to support, the factors they consider when funding, amounts of money available, and how much you are prepared to compromise. It is important to analyze the implications of going with a particular

funding program for *your* project and your organization. There is usually room for some negotiations with the funder. However, when an organization enters into negotiations with a funder there is often the **necessity for the recipient to compromise** on the population to be served, the program objectives, the methodology, the budget, or all of these project components. Each sponsoring organization must decide which compromises it can accept and which ones will damage the integrity of the idea or will provide insufficient funds.

These kinds of negotiations require an organization to be clear about the project's goals and the funder's expectations.

If, according to your analysis there is little or no consensus between you and the funders, you must either decide against mounting a project at this time, alter your project idea to better suit the funder, look for another funder, or mount a long-term strategy, seeing yourselves as **advocates** or **lobbyists**, working on improving the funding climate to create a match between your initial idea and the funder.[4]

Once you have decided on the best funding match, you are ready to move on to the next stage — preparing a brief summary of your concept to be used in your first meeting with the funder.

8. Develop a one-page summary of your concept

The development of the project summary will provide an opportunity for you to **reformulate your preliminary goals in the light of your research into the funding climate and existing funding programs.** The summary usually includes:

- project goals including a brief description of target group and potential training activities
- a rough estimate on how many trainees you will recruit
- project outcomes for trainees
- a rough budget, including the cost per trainee (here your research into other projects will help you have an idea of what is an acceptable, realistic budget)
- when you would like to begin the project
- an indication of community interest and support.

9. Present your concept to the funder

The next step is to make appointments with project/grants officers to discuss your project concept. There are two possible strategies here, with advantages and disadvantages to each.

1. If you have personal or organizational connections through board members, staff or previous projects, you might wish to start at the top of the bureaucracy. Some people at the lower levels with whom you will eventually have to work might not like this. However, if you are a large, established organization and/or your connections are very strong, this will likely not be a major liability. After briefing a top person regarding your

4 Lauffer, 46

concept, you will be referred to a **project /grants officer** who will be responsible for guiding your project through the approval process.

2. If you do not have connections within the funding bureaucracy, you need to contact the funder's project/grants officer.

Before you meet with funders you need to consider how you are likely to be perceived by them. If, according to your analysis of the funding climate, there is likely to be consensus between you and the funder on the problem identified and your proposed methodology, you can present yourself as a **partner** with the funder, both of you working toward the same goals. You can also see yourself as a **broker**, connecting the needs of the target group with the resources of the funder. These approaches can create:

- a situation where both parties win -- an opportunity for both a funding body to fulfill its mission and your organization to help its clients, with everyone benefiting.[5]

Sponsoring organizations approaching funders can help make the relationship as productive as possible by following a number of ground rules.

1. Approach the funder with an idea in mind rather than expecting the funder's staff person to suggest a project activity.
2. Present your ideas with confidence and enthusiasm, emphasizing how your project will benefit the community *and* the funder and your organization's ability to provide effective management.
3. Keep in mind the funder's perspective, using their categories and vocabulary whenever possible.
4. Do your utmost to establish a good working relationship with the funders' staff. Involve them from the beginning with the idea, help them to understand your project **so that they can be your advocate with those who have ultimate responsibility for approving the project** (usually senior bureaucrats and the Minister of the relevant government department).
5. Be polite but firm in your dealings. There is an obvious power imbalance in the funder/recipient relationship which sometimes provokes sponsors to enter the relationship expecting problems. This approach is very counterproductive: try to minimize antagonism. Whatever problems that may exist in trying to work out a match between the funder and the project idea may be beyond the control of the funder's project or grants officer.

It is critical that the project officer feels part of the development of your project at its earliest stages so that s/he can be committed to your project when the proposal is submitted. Therefore, when explaining your concept, it is a good idea to present it as a working document; be approachable and open to feedback. You may have already involved your project officer in meetings with your proposal-development team. Your project officer can continue to be involved with the development of your proposal by attending future meetings

5 Daniel Lynn Conrad, *The Grants Planner*, Public Management Institute, San Francisco, California, n.d., 23

with board and staff members if the decision is to proceed with the proposal.

In some cases there may be personality clashes between the project officer and the team members or seemingly insurmountable differences of opinion. If this happens, some project officers advise requesting a new project officer.

If approaching a government funder, understand that your project officer is a **public servant** who has the responsibility of ensuring that taxpayers' money is well-spent by maintaining the integrity of the funding program *and* of serving you, the public, by funding programs which fulfill the funder's goals.

Your goals in the initial meeting with the project officer are to:

- interest the project officer in your project and convince her/him that it matches the funder's priorities
- receive approval to prepare and submit a proposal
- gather information about the submission procedure and preferred proposal format
- collect application forms and submission guidelines
- gain information about the role of the project officer
- receive confirmation whether there are funds available; sometimes, all the allotted money has been committed to other projects and any new proposals will have to wait for the next fiscal year (the government fiscal year begins April 1)
- receive names of other projects funded by the same funding body
- hear suggestions regarding other possible funders
- answer any questions about budget amounts, training activities, etc., that you were not able to clarify from the terms and conditions.

Staff and board or advisory committee members may wish to attend this meeting. All should be knowledgeable about the training program and that particular funder. A board or advisory committee member can demonstrate the extent of your community involvement, whereas staff sometimes may be seen to be acting only in self-interest (their paycheque). Try to ensure that you and the board member are fully aware of the funder's interests and requirements and that you agree on strategy or you may find that you damage your chances for funding. For example, one project, when applying for funding under a federal program entitled Job Entry-Severely Employment Disadvantaged Option, almost jeopardized funding at a meeting with the funder. A board member began to argue with the project officer about the label "severely employment disadvantaged" which he found demeaning to his target group, when the whole point of the meeting was to convince the funder that the project's target group did in fact fall within that category.

If, at this meeting, you are told that your project is **ineligible** for funding, you are entitled to:

- know why you have been refused
- receive recommendations regarding changes so that the project

fits the funding criteria
- hear recommendations regarding a possible change in location if a change in site will free up funds
- know if it is a question of lack of funds, whether the proposal can be resubmitted at a later date
- be given suggestions for other funders.

If a project officer rejects your concept at this stage, it usually means that the project does not fit the criteria and/or there are no funds. Try to ascertain which factor is the barrier to funding and whether your best hope is to change funders, alter your proposal, or resubmit later. If your organization feels that you are not being dealt with fairly you can remind the project officer that you have the support of specific community organizations and politicians and that they would be very disappointed if you were not able to submit a proposal. **You can also request a meeting with the project officer's supervisor.**

If you believe that you have a fundable project consider recontacting your MP or MPP and other supporters to intercede on your behalf. One ex-project officer suggested that it is better not to threaten to do this, but rather simply do it or not. He felt that if you threaten to call your MP, this simply gives the project officer time to pull together a rationalization. On the other hand, a community expert at fundraising has found it is better to keep the project officer informed of your intentions so that s/he is not totally alienated from the beginning.

If you are told that your project is **eligible** for funding, clarify the following points.

1. Will there be funds available for your planned start-up date? Sometimes project officers know that all the funds are committed or will be committed shortly, but since the commitments are not yet official they are not allowed to tell you this directly. Therefore, projects are occasionally told to submit a proposal when in fact there is no possibility of funding in that fiscal year. You might also need to confirm this by speaking to other projects who are up for renewal with that funder, personal contacts working for the funder, or your MP/MPP's office.
2. What is the approval process and deadlines?
   - what are the deadlines for drafts and final copies?
   - who approves the project? can your organization be part of this process?
3. Is there a recommended proposal format in addition to that which is outlined in the guidelines?
4. Are there names of other projects useful for consultation?
5. Will your project officer be available to read drafts of your proposal for feedback? This advice will be very important to ensure that your proposal continues to fit the funding criteria.
6. Is there an appeal process?
7. Once the project is approved, how much notice will be given before start-up is expected? If notice is too short, there can be difficulties assembling all the components of the project. Some organizations which were given only a few weeks between notification and start-up decided to decline future funding

rather than be put in that position again. They found they were forced to hire inappropriate staff, use poor space, put into place inadequate recruitment and intake procedures, and begin with insufficiently developed curriculum and inadequate training supplies. Others found, however, that they were able to compensate for inadequate notification by doing promotion, recruitment and searching for staff and facilities before the project actually began, **making clear that all activities were conditional on funding**. They involved trainees in free activities such as tours of community facilities until project staff could be hired. If you do decide to recruit trainees and staff conditionally, it is important not to alienate funders and the community by acting as if your project has been funded until you receive official notification. **It is also important not to spend any money until you have been officially approved.**

8. Will there be any delays between the start of a project and the first installment of funding? How can your organization cover this?

Once these questions are answered, you are then ready to research and write your proposal.

It is a good idea to keep the politicians and key members of your network aware of your progress. By keeping your elected officials and community network up-to-date, you will be able to call on them for support and advice as necessary.

II.B. PROPOSAL STAGE

1. Developing your proposal

Section III, Proposal Components, details the contents of a complete proposal. Your goal is to write a proposal tailored to the funder's guidelines and application form. Funders dislike proposals that have been sent to other funders and not revised for their format. It is a good idea to show your proposal to readers who are new to your project — they can catch mistakes and garbled sections, helping to make your proposal easy to understand.

It is also a good idea to show your project officer a draft. In this way you can try to ensure that your proposal captures the essence of what the funders see as important. One project officer, for example, after reading a draft proposal, realized that more details about prospective trainees, especially barriers preventing them from entering training, would make this particular proposal more fundable. In any case, it is best to keep in touch with the funder, letting them know periodically how you are doing and when they can expect your proposal. **If you realize that your proposal is going to take longer to write than you expected, write a letter to your project officer informing her/him regarding the new deadline. In this way s/he can still try to reserve funds for your project.**

II.C. POST-PROPOSAL STAGE

1. Follow up with funder until a funding decision is received

Once your proposal is submitted, it is advisable to call to check if it has been received and if anything else is required. Often the funder does want some changes or additional information. While some may feel resentful of these additional demands on their time, it is best to respond gracefully, understanding that the project officer needs the information and has to be accountable to his/her system. Sections of the proposal may be unclear or unacceptable and the project officer's advice can help your proposal gain approval at the senior levels. At this time it is better not to send in extra letters of support or pressure the funder through phone calls, contacting your MP/MPP, etc. If undue pressure is placed on the funder now, it only serves to alienate the people who have the responsibility of approving projects and want to review each proposal carefully. This kind of advocacy is only appropriate if your proposal is rejected for reasons your organization does not accept or if there are lengthy delays in decision making. This action should be part of a well thought out strategy as outlined under Section 3. Follow up for a negative funding decision, page 22.

You should ask the expected approval date. You might ask again if representatives of your organization can attend the review meetings to speak for your project. Occasionally there are serious delays in notification because a number of projects are competing for limited funds or because one of the review levels does not support your project. Or, it is even possible that your project has been lost in the system. Points to keep in mind are:

1. Your organization has a right to find out why the decision has

been delayed

2. If after several months no decision has been made without a reasonable explanation, and your project officer cannot provide details, you can suggest to your project officer that a meeting be called with his/her supervisor.
3. At that meeting try to find out why the decision is blocked. One project discovered that its proposal was blocked because one level in the approval process could not agree. The disagreement revolved around placement rates and, once the project knew this and was able to provide additional information, the proposal was approved.
4. If you cannot obtain a decision regarding your proposal after your enquiries with the project officer's supervisor, you can consider the strategy outlined under 3. Follow up for negative funding decision on page 22.

2. Follow up for a positive funding decision

If your project is approved, it is a good idea to write thank you letters to your project officer and to the various people and groups who supported your submission. You can then also send out announcements to the community and referral agencies, making sure to give your funder credit. Acknowledging your funder is very important in continuing to build a good relationship with the project officer and funding body.

Once you have received approval you need to ask your project officer:

- when the project is expected to begin
- when funds will be received
- how s/he intends to monitor your project.

Through the life of the project, it is important to keep up communication with the project officer, involving him/her in interesting positive events, e.g. open houses, graduations. Be sure to send the funder copies of brochures, public relations material, press clippings, all of which should acknowledge the funder. Help funders to feel part of the project, rather than just going to them when there is a problem or you need money. By being involved with your project, officers are better able to support it within the funding bureaucracy. They can also help with suggestions on certain aspects of the project, such as record keeping or administrative systems used by other projects.

It is also useful to keep your political representatives and the Minister (if one is connected to the project) informed of the progress of your project. They should be invited to all open houses, receive newsletters, be sent updates regarding successes. You might consider asking the Minister to present the cheque at your opening ceremonies or deliver the keynote address at a graduation ceremony. In this way s/he can continue to feel a part of your project. And, if future funding efforts experience blockages, this support and involvement with your project can prove to be helpful.

3. Follow-up for a negative funding decision

If your project is rejected, you have the right to know why.

1. Is it because of lack of funds? If so, can you resubmit later? If the answer is yes, be sure to stay in touch with the funder, building support for your project within the funding bureaucracy, the community, and with the politicians.
2. Are there changes you can make in the proposal agreeable to your organization which will enable the project to be approved?
3. Is your proposal fully understood? Sometimes there are misunderstandings about your objectives and outcomes that, if corrected, can facilitate approval of your project.

It is advisable to negotiate in a friendly but firm fashion, working out compromises where possible. Try not to back your project officer into a corner by responding with rigid disagreements when reasoned negotiations between your board or advisory committee and the project officer and his/her supervisor will sort out the problems. Follow the funder's own appeal process if one exists.

If your organization cannot work out an acceptable compromise at this level, you must decide how to proceed. You may communicate with your community network and the politicians who have supported you, to see if they can help you and the funder work out differences. If you go this route, it is important to believe that you have a strong, viable, supportable project that can withstand scrutiny, that you have community support. Be prepared to invest a fair amount of time and energy in the process of building support for your project.

Below are the steps that can be taken to encourage a funder to reconsider your project. To help in assessing the funding climate, it is also advisable to consult with staff of other projects who have had experience with your particular funder. Your goal in all discussions with your community supporters, politicians, and funders is to emphasize the:

- need for your project within your community
- expertise your organization offers to manage the project
- expected outcomes
- project's cost-effectiveness.

1. First, it is advisable to inform your project officer that your organization has decided to gather community support for your project.
2. Unless s/he does not support your project, try to keep your project officer informed of your movements, sending him/her copies of letters of support and press releases.
3. Inform all your supporters in the community about the refusal of your project, including employers, potential trainees, referral organizations, labour unions, relevant umbrella organizations. Ask that they send you letters of support which you can send to the funder (see Appendix C for a sample letter of support). You can also show such letters to your MP, MPP, and municipal politicians.

You may want to develop a sample letter of support. Such a letter should include:

- a brief statement outlining the credentials of the letter writer
- several statements about why your project is needed for your community
- a concluding statement urging the funder to support your project.

4. Also try to meet with your MP or MPP, asking him/her for support and advice, making clear that you have a great deal of community support behind your project. Most politicians will try to be helpful knowing that they can earn community respect by helping worthwhile projects receive funding. Through their assistants they can investigate why there is a problem. If dealing federally, you might suggest that the MP or his/her assistant meet with the Minister's Special Assistant. As well, the MP may have access to a separate pot of money, sometimes called reserve funds or discretionary funds which can be earmarked for your project.
5. Having rallied your support, it is advisable to request a meeting with senior members within the funding bureaucracy to try again to work out your differences.
6. If you are unable to reconcile the differences at this stage, the next step is to request a meeting with the Minister of the relevant government funder.
7. If applying for provincial funding you can ask the Ombudsman of Ontario to review the decision.
8. If all else fails, you may decide to go to the media to inform the community further about the problem.
9. You may also want to meet with the relevant parliamentary critics. These are the politicians from the parties not in power who have the responsibility of questioning the appropriate Ministers in the House of Commons or provincial Parliament regarding the activities of their departments.

II.D. Checklist: Steps in the Proposal-Development Process

Pre-proposal Stage

- ☐ 1. Proposal-development team has been assembled.
- ☐ 2. A preliminary needs assessment has been conducted to develop
  - a) a general description of target group
  - b) possible training activities
  - c) possible project outcomes.
- ☐ 3. You have connected with the community for advice, support,or possibly cosponsorship.
- ☐ 4. You have explored the funding climate.
- ☐ 5. You have investigated affiliating with a community college, school board, university, or other educational institution.
- ☐ 6. Possible funders have been researched.
- ☐ 7. You have decided on the best match between funders and your project.
- ☐ 8. You have developed a one-page summary of your concept.
- ☐ 9. You have presented your concept to the funder to see if there is a match and receive the go-ahead to submit a proposal.

Proposal Writing Stage

- ☐ 1. Your proposal has been researched, written, edited and submitted.

Post-proposal Stage

- ☐ 1. You have followed-up with the funding source until you have received a funding decision.
- ☐ 2. You have followed-up with the funder appropriately whether a positive or negative funding decision has been received.

III. PROPOSAL COMPONENTS

III.A. INTRODUCTION

The following sections describe the common components in training proposals, detailing:

- how to research the component
- what to include in the funding proposal.

Funders' application forms or proposal guidelines may refer to the proposal components detailed below by different names but cover the same information. Or, there may be components included here that are important for program planning and requested by most funders but not required by one funder in particular. Always use the funder's categories and follow their instructions. Other information you think is pertinent can be included in an appendix. The major components of a proposal are summarized on the table *The Major Components of a Proposal*, page 26.

When **developing** a proposal it is very helpful to review other projects' successful funding submissions. Your funder usually can give you a list of projects to approach. The Job Development Association with headquarters in Toronto (see Appendix B. Networking and Umbrella Organizations) may also be able to suggest projects to visit.

In **writing** a proposal, it is important to keep in mind your organization's priorities and budget requirements, but it is equally important to see these in the light of the funder's priorities. Funders have four key concerns, as outlined on the table on page 27. These are:

1. What kind of training are you going to do and how will it benefit the target group?
2. Does it match their funding priorities?
3. How much will it cost?
4. Can your organization manage the project properly?

Proposals are evaluated in each of these areas. Any effective proposal will address these concerns throughout the text. Each concern is equally important. The goal in writing proposals is to keep in mind these concerns while at the same time trying not to lose sight of your organization's concept and requirements.

THE MAJOR COMPONENTS OF A PROPOSAL[1]	
COMPONENT	**INFORMATION TO BE PROVIDED**
Covering letter	On letterhead — provides formalized organizational support. Contains a brief description of project and why it should be considered for funding.
Introduction	Description of sponsoring organization, establishing qualifications for sponsorship of the project. Includes applicant organization's purpose and goals, programs, clients, accomplishments, funding base, background of relevant staff, board, advisory committee.
Target Group Training Needs Assessment	Describes target group, emphasizing training-related characteristics, needs, interests,and barriers to participation in existing training programs and/or securing employment. Often contains information on recruitment strategies, selection criteria and methods, and estimates of expected enrollment. Supported by input from prospective clients, community agencies, employers.
Labour Market Needs Assessment	Presents analysis of labour market shortages and growth areas, and reasons for selection of particular training activities in relation to the target group and job market. Contains skills inventory outlining skills required for successful placement. Supported by input from labour market experts from government and private sector, local employers, and relevant literature.
Project Goal and Objectives	States how the project will respond to the identified needs. Project Goal is a general statement of purpose. Project Objectives state specific expected outcomes in three categories: numerical outcomes, program objectives, and employment equity plan objectives.
Training Plan	Presents program activities including title and definition for the occupation(s) for which you are providing training, training prerequisites, performance objectives, program schedule, training methodology, organizational structure including staff team and a description of the training facility.
Evaluation	Describes which objectives and program features will be evaluated, the methods to be used, and from whom the evaluation information will be collected. Also outlines how the information will be used to improve the program.
Implementation Plan	Gives a clear picture of phasing in of each major project activity. Connects to budget so costs can also be phased-in.
Budget	Details cost of the project, with amounts and budget notes for each required item. Also specifies other revenues, indicating the amount of the request from this particular funder.
Summary	Captures essence of the proposal, summarizing the experience of the sponsoring organization, emphasizing credibility, the reason for the request,the training and evaluation plans, the cost of the project, and the amount requested from this funder. Written last but usually appears first in the submission.

1 Adapted from Mary Hall, *Developing Skills in Proposal Writing*, Continuing Education Publications, Office of Federal Relations, Extension Hall Annex, University Campus, Corvallis, Oregon, 1971, 55

FUNDERS' KEY CONCERNS

Concern	Proposal component which addresses this concern
1. What kind of training are you going to do? • do you show evidence of need both in terms of the target group and the labour market? • is there community involvement? • do your activities seem workable? are they logically connected to the needs assessment? • do your outcomes seem realistic, achievable? • what are your chances for success? • will you be duplicating other programs?	Summary, needs assessment including target group and labour market, training plan, evaluation, implementation plan
2. Does your proposal fit into the funder's • mandate? • criteria? • application guidelines? • priority in terms of target group, training area?	Expressed throughout the proposal
3. How much will it cost? • Are your activities cost-effective?	Budget, statistics such as cost per trainee, cost per placement
4. Can you manage the project properly? • your credentials? • your track record? • your management and financial systems? • your evaluation plan? • future funding plans?	Introduction, evaluation, letters of support

III.B. THE COVERING LETTER

This section covers the purpose and contents of your covering letter. It serves to summarize your proposal, highlighting the target group, the training need, and your organization's credentials.

III.B. 1. Purpose of the covering letter

The covering letter should be written on the letterhead of the sponsoring organization. It serves to:

- assure the funder that the proposal is endorsed by the sponsoring organization, the legal entity with the authority to enter into an agreement with a funder
- remind the funder of the credibility of the sponsor — this is especially emphasized if the letterhead contains a list of board members and/or honorary patrons
- highlight key ideas and demonstrate your organization's enthusiasm for the project
- thank the funder for any assistance to date.

III.B. 2. Content of the covering letter

While your proposal should be factual and concise, using point form where it makes the text more readable, your covering letter should use the narrative form. Covering letters usually contain:

- a **brief** description of the proposal. This can be condensed from the project summary (Section III. K) but does not replace the summary. The latter is an integral part of the proposal as opposed to the covering letter which is removed and filed
- a sentence inviting a favourable response to the request such as "The Board of Directors of Such and So Agency sincerely hope that you will act favourably upon our request for this much needed program."
- a thank you for assistance where appropriate
- some indication of your intention to follow-up on your submission within a specific period of time
- a signature of the chairperson of the sponsoring organization.

III.B. 3. Final Suggestions

DO

- Use the funder's key words such as "pilot project" or "severely employment disadvantaged" where appropriate.
- Address your letter to a specific person, usually the project officer, making sure you have the correct spelling of his/her name and up-to-date title. The personal approach is very important: do not send the proposal "To whom it may concern".
- Thank the funder's representative for his/her assistance if this is in order.

DON'T

- Try to pressure the funder by invoking guilt by criticizing their past record or using phrases such as "you should fund this project", or "we urge you to help these people before it is too late..." or "surely it is obvious to you that"[1]
- Use overly emotional language such as "our organization is depending on you for your support" or "our financial stability depends on your approval of this project." Funders resent this kind of pressure and it implies your organization is in a risky financial state.

1 Norton Kiritz, *Program Planning & Proposal Writing*, expanded version, The Grantsmanship Center, 1980, 4

Here is an example of an effective covering letter:

Diane Alexander
Job Development Projects Program Coordinator,
Metro Toronto Canadian Jobs Strategy Unit,
123 Main Street,
Toronto, Ontario,
M5P 3H5

Dear Ms. Alexander,
Enclosed please find the Simcoe Street Housing Cooperative's application to Job Development for a fifty week project to train women as housing renovators.

The project will train fifteen women, all of whom will be social assistance recipients and some of whom will be visible minority, native, and immigrant women. The training area is a non-traditional one for women: housing renovation, with emphasis on the development of skills in electrical work, plumbing, and construction carpentry.

As the project objectives indicate, the trainees will be prepared for full-time, permanent work in housing renovations or for entry into apprenticeship programs. Given that women comprise only 1% of the skilled blue collar workforce and that these occupations have a demand for skilled workers, women completing this program will be in a very good employment position. As you will see from the enclosed letters of support, a variety of employers foresee the employment opportunities for program graduates. Other interested organizations are the X, Y, & Z Joint Apprenticeship Councils and the Women in Trades Association.

The project is co-sponsored by the Simcoe Street Housing Cooperative and the Local Community College, a model that has proven to be very successful with other projects. In this case, the College will provide instructors, curriculum development, monitoring and tests, student registration and graduate certification. The Cooperative will provide office support and some of the building materials as well as access to power tools.

A program evaluation will be conducted jointly by the partners. Full details of the evaluation methodology are included in the enclosed materials.

We are all very much looking forward to a favourable response from you about our submission. We are prepared to begin early in the new year and hope to hear from you as soon as possible. We also want to thank you for all your support and are hopeful that we will be able to work together in the new year.

Sincerely,

Elaine Giovanni,
Chairperson,
Simcoe Street Housing Cooperative

III.B. 4. Checklist: Covering Letter

- ☐ 1. It is written on the sponsoring organization's letterhead.
- ☐ 2. It reminds the funder of the sponsor's credibility.
- ☐ 3. It highlights key ideas.
- ☐ 4. It demonstrates sponsor's enthusiasm for the project.
- ☐ 5. It contains a:
  - brief description of the proposal
  - sentence inviting a favourable response to the request
  - thank you for assistance where appropriate
  - the signature of the sponsor's chairperson.
- ☐ 6. You have used the funder's key words where appropriate.
- ☐ 7. It is addressed to a specific person.
- ☐ 8. You do not try to pressure the funder by invoking guilt or pleading for funds.

III.C.THE PROPOSAL INTRODUCTION

This section covers the proposal introduction which contains a description of the sponsoring organization and establishes its qualifications.

III.C. 1. Purpose of the Proposal Introduction

This section is sometimes called "Description of Applicant" or "Background of Applicant". Its purpose is to **briefly** introduce your organization to the funder, establish your credibility, and explain how the proposal project fits with the goals of your organization. If the project is sponsored by a coalition of organizations, each of the partners can be described. The funder is interested in expertise supporting your claim regarding your organization's ability to establish and manage the project.

III.C. 2. How to Prepare the Proposal Introduction

Demonstrating credibility depends in part on your organization's records which document community interest in your programs and keep track of your various activities and accomplishments. It can prove useful to canvass staff for a listing of important or interesting accomplishments which you can then include in the introduction.[1] (Once you are funded, if you intend to submit a proposal for project renewal, it will be important to keep complete project records.)

Items to draw upon to substantiate credibility include:

- numbers and sources of enquiries about your project
- size of waiting lists (establishes the demand for your programs)
- names of referring agencies
- awards and acknowledgements
- participation in community events and presentations at conferences
- successful outcomes for graduates of previous training programs
- letters of support
- media coverage

III.C. 3. Content of the Proposal Introduction

Below is a list of items which often appear in funders' guidelines and have been used effectively by sponsoring organizations in their proposal introductions:

- a brief description of the organization's history
- a statement of the organization's purpose and goals. For example, from the **Canadian National Institute for the Blind** proposal on training in automated office procedures:

> "The Canadian National Institute for the Blind exists to ameliorate the condition of the blind and to prevent blindness. The CNIB provides to blind, visually impaired, and print-limited persons a multi-range service from initial eye services through personal counselling and psychological adjustment; to vocational evaluation, career decision-making, preparation, and employment placement."

- size and characteristics of your constituency (who you aim to serve) and/ or clientele (who you in fact do serve)

1 Kiritz, 8

- previous involvement in or commitment to training and/or the target group with an emphasis on **recent** accomplishments of special interest to the particular funder. For example, from the **Alexandra Park Residents Association** (Toronto) proposal on computer training for women on social assistance:

> "Under the leadership of the Residents Association, the Learning Centre and Community Centre have worked together closely on several federally funded training projects. These include the "Work Orientation Workshop Program" offered for youth in the community for the past two summers and a Job Development Project for six employment disadvantaged trainees in operation since January 1987."

If your organization has had limited experience in actual training, you can outline consultations with those who have had relevant experience.

- evidence of your financial solvency including a list of previous and current funding sources. It is impressive if you can show a wide funding base with a number of different funders supporting your organization and/or a list of others you intend to approach; a recent annual report with audited statement can be included in an appendix
- a description of community participation in your work including a list of other agencies who refer clients to you, volunteer involvement, client participation on a board or advisory committee, donations
- short quotes from letters of support from clients, other agencies, employers, labour market and training experts and your present funders commending your work. You can actively solicit these if they are not already on file. These should always be written to the sponsoring organization's chairperson or project manager rather than "to whom it may concern". The complete letter should be included in your proposal's appendix. (see Appendix C for a sample letter of support)
- background of relevant staff, board or advisory committee members; list all board members in your proposal's appendix.

III.C. 4. Final Suggestions

DO

- Make your introduction readable and interesting. You might begin with a strong quote from a recent evaluation or supporting letter before moving into the description of the sponsor.
- Have your ideas flow logically by making a case for the credibility of your organization, then focussing on the particular project at hand. This section can then lead logically into the next — Needs Assessment.

DON'T

- Give all the boring-to-outsider details of your organizational structure: your goal is to be concise and interesting.

- Dwell on philosophy — instead, be action-oriented by briefly listing recent accomplishments.
- Use emotional, unsubstantiated "we believe" statements.

Below is an example from an excellent proposal introduction from the **Georgina Job Skills Project Proposal**, a project based near Lake Simcoe.

BACKGROUND

The Georgina Job Skills Project was initiated through the joint efforts of the Georgina Community Resource Centre and The Economic Development Office of the Corporation of the Town of Georgina.

The activities and services of the Georgina Community Resource Centre focus on the needs of community residents, particularly those who have not been successful with their education or employment goals. Counselling, referral and job placement are among the services offered at the Resource Centre to residents of all ages. The Economic Development Office of the Town of Georgina provides business consulting and industrial promotion services to existing and potential business. Thus, the partnership provides both organizations with the opportunity to work collaboratively on community improvement goals.

Although the Town of Georgina is experiencing a steady growth in population and industrial base, unemployment rates remain disproportionately high. In comparison to York Region, Georgina has the highest rate of high-school drop outs, teens receiving General Welfare Assistance, and female-led single parent families. Due to the severe shortage of a local, skilled labour pool, industries are forced to hire employees from outside the area. Consequently, the unemployed population remains caught in an "unskilled, inexperienced, unemployable" cycle.

In June, 1985, a group of individuals from the Georgina Community Resource Centre and the Georgina Economic Development Office came together in response to a common concern: that there is a significant number of unemployed people whose skills are substandard to the needs of business and industries located in and around Georgina. It was recognized that a large number of these unemployed individuals face severe barriers to employment, resulting in the inability to acquire skills and/or work experience.

Further, it was felt that assistance in overcoming these barriers would not only equip the individual with basic, portable employment skills, but would also equip the Town of Georgina with the skilled labour force necessary to achieve its community economic development strategy.

To this end, the organizations co-sponsored an application to the Canada Employment and Immigration Commission. The application was subsequently approved in March 1987.

In April, a project manager, research assistant and consultant were hired to undertake the development phase of the Georgina Job Skills Project.

III.C. 5. Checklist: Proposal Introduction

- ☐ 1. Your proposal introduction briefly introduce your organization to the funder and establishes your credibility vis-a-vis this project.
- ☐ 2. You have used facts and statistics rather than unsupported "we believe" statements.
- ☐ 3. You have included items such as:
  - the history of the sponsoring organization
  - its purpose and goals
  - the size and characteristics of your constituency and clientele
  - previous involvement in or commitment to training
  - evidence of financial solvency
  - a description of community participation in your work
  - quotes from supporting letters.
- ☐ 4. It is readable, concise, interesting.
- ☐ 5. Ideas flow logically from the credibility of the organization to the particular project at hand to the next section on needs assessment.

III.D. THE TARGET GROUP TRAINING NEEDS ASSESSMENT

This section outlines methods of defining the target group, its training needs and interests, existing strengths, and factors that are barriers to training and employment. It also covers information to include in the proposal: results of the needs assessment, proposed number of participants, referral sources, recruitment strategies, and selection criteria and procedures.

III.D. 1. Purpose of Target Group Training Needs Assessment

DEFINITION

A "training needs assessment" refers to the investigation to discover why certain groups are experiencing high levels of unemployment or underemployment and the skills that training can offer to encourage satisfactory employment. The assumption is not that individuals are out of the workforce because of some personal weakness — the "blame the victim" approach. Our assumption is that there a number of societal factors that make certain individuals and groups vulnerable to unemployment and underemployment. These factors include initial inadequate education and training opportunities, gaps in the delivery of training such as inadequate access to apprenticeships, lack of opportunities for immigrants to gain Canadian work experience, isolation because of inability to communicate in English, shifts in the economy rendering certain workers unemployable, lack of adequate daycare and other supports for single parents, and discriminatory hiring practices.

While the underlying factors relate to the education and training system and economic factors, the training needs assessment must focus on the consequences of these factors for groups of individuals, so that the training program can help trainees build on strengths and overcome gaps in knowledge and skills. **The central goal of a training program is to provide opportunities for education and skill development to help trainees maximize strengths and overcome barriers to secure either further training or employment.**

Your proposal-development team, therefore, will need to look at:

1. **Training-related characteristics** such as academic and skill levels, work history, and cultural and language backgrounds. It is also important to determine target group members' **strengths**, upon which training can build. In building a program from the ground up, you have the opportunity to be sensitive to characteristics unique to your target group. For example, the Immigrant Women's Job Placement Program in Toronto, in affiliation with George Brown College, trains immigrant women who have technical backgrounds in computer-aided design and drafting.
2. **Training needs**. Training needs are gaps that exist between what is required by the labour market and those skills people actually possess.
3. **Training interests**. Training interests, sometimes called wants, are skills that are the preferences of your target group. Both needs and wants must be assessed to avoid planning a program designed to meet the needs of the labour market but that is of little interest to the target group or, conversely, planning a program that interests people but does not move them closer to employment.
4. **Societal barriers** that discourage people from training and

employment. The lack of public transit, or affordable daycare or the presence of racist hiring practices are examples of societal barriers.

The definition of the target group's characteristics, strengths, training needs, interests, and societal barriers to training and employment is the key place to start in any good program planning process and proposal. It will identify the training needs from which objectives can flow.

Labour Market Needs Assessment

In addition to assessing the training needs of the target group, your proposal-development team may need to conduct a labour market needs assessment. This is an investigation into job shortages, occupational growth areas, and the skills required for employment in your chosen occupational area. If your project is focussed on general employment-related skills such as math and English upgrading, or job search skills, your labour market research might not need to be very extensive.

However, if you are planning to train for a specific occupation(s), you may have to do an in-depth labour market needs assessment to ensure that your training relates to the requirements of the labour market with jobs available for graduates.

Duplication of Service

It does not make sense to duplicate existing services in an environment of scarce training funds. Once the training and labour market needs are assessed, you will need to determine whether **these needs are met by existing training programs.** It will be important to familiarize yourself with the other training programs in your community. Perhaps your concept is unique or has been tried successfully elsewhere and is needed in your particular community. Either approach is sound.

As you do the training needs assessment and the labour market research you will find you have to go back and forth between the two in order to find the best training activity for your target group that is also going to help them become employable in the existing labour market. You will also have to take note of the limits and interests of your funder. For example, you may discover that there are jobs in an area requiring a high school graduation diploma but that funders are unwilling to support such an extensive period of training.

Other Functions of the Needs Assessment

Your investigations into the needs of the target group and the labour market will also help you decide upon an optimum number of trainees, potential referral sources, recruitment strategies, selection criteria, and selection procedures.

In the process of doing your needs assessment, you will likely begin to identify people who could serve on an advisory committee or board of directors. Committee members can include representatives of the target group, employers, labour unions, adult educators, or social service workers. This kind of committee is very important for

providing community input, credibility, and support. In fact, many organizations visualize the needs assessment activities as serving two purposes: collecting information and building a community base for the project. For example, the needs assessment can provide a base for future outreach/recruitment.

Extent of research required

If your organization already has a great deal of information on your target group and/or the labour market, and the funding guidelines do not require an extensive needs assessment, this stage will be more a case of pulling together existing information. Or, you may decide to propose a program for which there is already a great deal of consensus between you and the funder and little documentation is actually required. As always, take your lead from the funding guidelines for the proposal, keeping in mind that you may wish to do additional research to be able to offer the best program possible for your trainees.

This Manual outlines the requirements for an extensive needs assessment from which you may wish to select relevant information. If the project suggests or the funder requires an in-depth needs assessment, you may wish to do further research into needs assessment methodology at the library and/or by consulting with other projects, or consider hiring expert consultants to work with your staff team. Universities occasionally have researchers to give advice. For the Metro Toronto area, the Social Planning Council's Community Research Unit offers consulting and training in conducting research free to all non-profit human service agencies. Social planning councils in other communities may offer similar assistance. There are many other resources listed on pages 52 and 53 and in Appendix B. Networking and Umbrella Organizations that make complete training needs assessments well within the reach of most organizations without the need for heavy reliance on outside consultants.

While the training needs and labour market assessments are interconnected, to simplify this section the Manual begins with an explanation of the target group needs assessment. The following section contains an explanation of the labour market needs assessment.

III.D. 2. How to Conduct a Training Needs Assessment

The information in this section is based on the experience of a number of trainers and suggestions in the literature. Of special interest is a very helpful book, *Enjoying Research? A How-to Manual on Needs Assessment* by Diane Abbey-Livingston and David S. Abbey, which explains techniques for doing needs assessment in laypersons' terms. It is available through the public library system and in the Ontario Government Bookstore in Toronto. The *Evaluation Manual for Community-Based Training Programs* by Stephen Anderson also has information on designing questionnaires, selecting a sample, and conducting interviews. It is also available at the Ontario Government Bookstore in Toronto. See

the Bibliography for full details on both books.

From your pre-assessment you will have some general ideas regarding your target group and its training needs. But, in order to make your project workable, you will likely have to further define this group to arrive at a suitable training activity, and possibly narrow down the target group to a specific sub-group. Often new projects try to be everything to everyone. It is important to be realistic about what is achievable — other projects and your project officer can offer helpful advice based on past successes and mistakes.

Your first step in conducting a needs assessment is to develop a **research plan**. Such a plan defines precisely:

1. What information will be collected:that is, your **focus**(below)
2. How the information will be collected: that is, your **method** (page 49)
3. Who or what are your sources of information: that is, your **sample**[1] (page 52)

Each of these components is discussed below. The first stage is to decide on a focus:

1. Focus: what information will be collected

The first information to collect is that which will help you narrow down and learn more about your target group. If you have sufficient human and financial resources, and/or you are uncertain about your target group, you can do a survey of a number of different target groups, (the methods are outlined on page 49). Then, you can do a second needs assessment of the chosen group, focussing on its characteristics, needs, interests, and barriers. If your resources are more limited, or you have already narrowed down your target group and now need to define training needs, you can do a one-step assessment.

Employment Equity Information

When designing this portion of your research it is important to collect information for an **employment equity plan** to ensure that your program:

- will be accessible to traditionally under-represented groups such as women, and native, disabled, and visible minority people
- will include contact with employers to help them implement progressive employment practices to make jobs more accessible to graduates.

When defining your target group you will want to investigate the special needs of individuals from these groups and to consider:

- setting numerical targets for recruitment
- identifying specific referral sources
- researching special intake procedures to help you avoid screening out good candidates because of assumptions around disabilities or previous academic and work histories

1 Diane Abbey-Livingston and David S. Abbey, *Enjoying Research? A How-To Manual on Needs Assessment*, Toronto, Ontario Ministry of Tourism and Recreation, 1982, 21

- identifying special training aids such as technical aids for physically disabled people or curriculum for orientating immigrants to the Canadian labour market

Here is an excerpt from an employment equity plan for recruitment developed by **ASAP WORDPRO SERVICES INC.**, a private sector training sponsor in Toronto. This plan is from a request for funding renewal:

> As was mentioned earlier, out of 80 trainees who have gone through the program, 91% were women, about 33% socially assisted mothers, 1.2% disabled, and at least 71% from visible minority groups.
>
> ASAP is therefore confident that by basically going through the same recruitment procedures as before and improving them, contacting the same community centres, CECs, etc., and asking former trainees to refer their friends and relatives, we would be able to take as participants: 100% women, 80% of whom are immigrants who have no Canadian experience and are having difficulties finding a job here. We are further targeting 60% of these women to be visible minority groups, and 30% to be socially assisted. Target rates for disabled and native women have been set at 6% each...[etc].

Information to Collect on Characteristics, Needs, Wants, and Societal Barriers

Below are some suggested categories of information to investigate when conducting your target group needs assessment. Some of these categories will have been dealt with in your preliminary needs assessment. Your overall goal is to discover and/or document:

- a group or groups experiencing high unemployment or underemployment
- their characteristics, including strengths, needs, and interests to justify the need for training and provide background for the design of your program.

a. Demographic information

- **male-female** — Will your project accommodate men, women or both?
- **youth/adult** — Usually it is better to have one or the other; a mixture makes it more difficult to build group solidarity and to develop curriculum suitable to both. A decision here may also relate to your funder's priorities.
- **income from social assistance** — Are there significant numbers of people on social assistance in your community? What are their particular characteristics and needs? Are they non-English-speaking immigrants? How many are sole-support parents? What kinds of special supports will sole-support parents need, such as daycare?
- **visible minority individuals** — What are the special needs of visible minority people? are there any sub-groups in particular you might target?
- **cultural, ethnic, and language groups** — Are you planning

to offer training to one particular group? Will it be advisable to combine cultural, ethnic or language groups? For example, one organization that offered a training program for two distinct refugee groups found that the language and cultural differences made training, particularly the life skills portion, too difficult. Will you need an English as a Second Language/Second Dialect or Specific Purpose (English geared to a specific occupation) component?

- **area of residence** — Are there certain geographical areas that have a higher proportion of unemployed people and/or your target group? How can your program be most accessible to them?

b. **Training and career interests**

- **general interests and immediate preferences** — Which kind of work is the preference of your target group? Industrial work? Office work? Social services? Do these match the requirements of the labour market? You may have to break down the interests into career- planning steps to enable you to locate a fundable planning activity. For example, if respondents indicate they want to learn to be executive secretaries, a training area for which funding may not be available, you may want to ask them whether they would be interested in beginning by learning the basics of the computerized office.

c. **Strengths**

- **strengths from previous training and employment experiences** — Factors such as existing marketable skills are important to consider in deciding on a target group and designing a training program; any existing strengths will help trainees maximize their success.

d. **Physical, emotional and medical issues**

- **physical requirements** — Will the training activity be accessible to physically disabled persons? Will it require comfort with unusual working conditions such as working outside or with heights, or require significant physical strength?
- **alcohol and drug dependency/abuse** — Are you targeting people with alcohol and drug dependencies and including treatment in your program? If not, will you need to assess sobriety when you select trainees?
- **intellectual disabilities** — Will your program accommodate people with learning disabilities or lower-than-average intelligence?
- **history of emotional or medical problems** — How can your project accommodate individuals with a history of emotional or medical problems who are now able to resume work? It is important to be flexible regarding intake yet assess for readiness for your program. One group found high drop-out rates for people who were in crisis when they entered the program but wanted to be open to those who were ready for training. They decided to require six months of stability before entering the program; they looked at factors such as stable housing,

hospitalizations, sobriety, and presence of supportive family or friends.

e. Education, employment history, skills and issues related to self-esteem

Previous education, employment, and skills acquisition are factors that have impact of training:

- **educational level** — Does the average educational level of your target group match the requirements of employers in your chosen occupational area? If not, can you build in upgrading?
- **functional literacy level** — Even if the target group has the required education, will they need brushing up in math or English or other subjects? Other projects and employers can offer helpful advice regarding expectations of the job market and literacy assessment procedures. Functional levels can be assessed at community colleges and through literacy agencies; formal testing needs to be used cautiously as some learners will be frightened by the prospect of being tested.
- **employment history** — Are there significant numbers of unemployed older adults, either displaced by new technologies or laid off because of plant closures? Are there patterns in employment histories that indicate problems, such as poor work habits and communication skills that can be overcome through training?
- **lack of understanding of the labour market and poor job-search skills** — Lack of skill in locating employers, effective resume writing and effective interview skills are significant barriers to employment.
- **pre-requisite technical skills** — Are there any technical skills participants must possess before entering your program? For example, the computer-aided design and drafting program previously mentioned targeted well-educated underemployed immigrant women with a technical background acquired in their home country. Will the pre-requisite skills suggested by your labour market research be matched to your target group, the goals of the project, and the funder's expectations?
- **poor self-esteem, low self-confidence** — Many people who are chronically unemployed or underemployed have low self-confidence; they often have experienced repeated failure in school and the workplace; these needs have to be met through curriculum development.
- **availability for full- or part-time training**

f. Societal barriers

- **lack of affordable daycare** — Is there adequate daycare? Can your project help locate daycare if required?
- **insufficient income support while in training** — What kind of income will participants need when in training? What will the funder provide?
- **transportation needs** — Will you need to locate near public transit?
- **lack of Canadian experience**: — newcomers may have

adequate credentials as assessed by the Ministry of Education, but may find they are unemployed or underemployed because of lack of Canadian training and work experience.

- **history of criminal activity** — Will this be an issue? Can you connect with organizations such as the John Howard Society and the Elizabeth Fry Society for referrals and advice? Societal stigma can be an employment barrier, with implications for program objectives and for community education.
- **sexism, racism; bias against hiring disabled people** — All of these are potential employment barriers that need to be assessed in relation to unemployment.
- **funders' criteria** — Funders' criteria regarding target group, training activity, funds available can themselves sometimes be a barrier to training.

Training as opposed to social service needs

Depending on your program goal and the scope of the funding, it is important to assess needs as they relate to **training** as opposed to **social services**. This is an important distinction for your own program planning purposes and to ultimately define in your proposal. You may discover that some of your target group has basic social service needs to be met, such as housing, health care, support groups, counselling, day care, immediate income support, before they can take on the challenges and pressures of training.

It is important not to overlook these special needs **as they relate to training**. Program supports can be incorporated into your training plan to help trainees deal with issues such as building self-confidence, identifying career goals, and resolving family and spousal difficulties relating to the parent entering training. But experience says that trainees have to be ready for training: if not, they will likely have difficulty keeping up with the pressures of the program.

Recruitment strategies and referral sources

Your needs assessment will also help you decide on other issues related to the needs of the target group. You will want to establish, and funders will want evidence of, solid links with the community and effective recruitment strategies so that enrollment will not be a problem. Therefore, when designing your research plan, you will also want to collect information about the following:

a. **Potential number of trainees**
   How many people will be interested in your program? Will there be enough to fill the program? What kind of intake system will best serve the needs of your project: one intake per program year? staged intake involving several yearly intakes? continuous intake? Each system has advantages and disadvantages as summarized on the table, *Intake Systems*, page 44.

b. **Numbers of trainees that your budget can accommodate**
   The number of trainees has implications for the size of the training facility and training staff, the cost of supplies and equipment, and the amount of income support required. Funders

who cover training wages or allowances will often have maximums allowable for this item.

c. **Referral sources**

People you interview for your needs assessment will be able to expand your network of potential referral sources, especially those serving groups targeted in your employment equity plan. Local community information centres have directories of community programs. In Toronto a set of address labels for such organizations in the "Blue Book" Community Information Directory can be purchased at a reasonable cost. Other possible referral sources are:

- Canada Employment Centres
- General Welfare and Family Benefits offices
- municipally run employment-referral programs
- unions
- pre-employment programs offered by community organizations, colleges, boards of education
- organizations serving special groups such as native, disabled, and visible minority people, and women
- night-school and daytime continuing education classes, especially those offering English as a Second Language and upgrading
- mass circulation, ethnic, and other community newspapers: many groups have used both display ads and ads in the "help wanted" section of the newspapers to successfully recruit trainees who are not known to the referral sources above. It is also effective to approach journalists to write articles describing your program: this kind of free publicity often attracts a great deal of interest and can also help establish general community visibility
- community radio stations, particularly those broadcasting in languages other than English
- Vocational Rehabilitation Services staff, a department within the Ministry of Community and Social Services
- literacy programs
- bulletin boards in community centres and libraries

d. **Recruitment strategies**

People interviewed will also be able to give you suggestions for innovative recruitment methods that enable you to reach your target group and, in particular the groups identified in your employment equity plan. Commonly used methods include:

- ensuring that publicity materials reflect the variety of your target group in photographs or illustrations
- building in as much individual contact as possible through opportunities to discuss the program with staff on a one-to-one basis and door-t-door outreach
- taking along translators when meeting with people who do not speak English as a first language
- putting newspaper advertisements in help-wanted sections. State that you are an employment equity program if this is applicable

INTAKE SYSTEMS		
Intake System	**Advantages**	**Disadvantages**
One intake	Easier for planning and teaching.	Have to recruit and place everyone at same time. No senior trainees to help junior ones. No built-in role models.
Staged intake	Don't have to recruit and place everyone at same time. Senior trainees can help junior ones. Built-in role models. Can replace drop-outs.	Complicated teaching schedule. Have to continuously recruit and place. Potential trainees must wait for next intake if too late for present one.
Continuous intake	Can respond to need as soon as there is an opening. Don't have to recruit and place everyone at same time. Senior trainees can help junior ones. Built-in role models. Can replace dropouts quickly.	Complicated teaching schedule. Can be disruptive to group building.

- holding regular meetings with referral sources to remind them about your program, answer questions, update about changes
- holding open houses with invitations to referral sources and the community-at-large
- meetings with community groups to inform them about your program.

Below is an example of an effective recruitment strategy used by **Immigrant Women into Electronics**, a project sponsored by the Working Women Community Centre in Toronto, offered with Humber College. Staff advise that it can take up to four months before referral outreach begins to pay off in terms of enquiries.

> People and organizations they approached for referrals include:
> • major daily newspapers for feature stories
> • community organizations; other organizations serving immigrant women were involved in the development of this project and, because of this involvement, are aware of the project and continue to refer women to it
> • English as a Second Language and upgrading classes in community colleges and board of education programs; staff make presentations to these classes; interested students are given an appointment for testing for eligibility to the program
> • libraries where flyers are posted
> • Canada Employment Centre counsellors: ongoing communication is established with counsellors: project staff mail them information and attend counsellor staff meetings
> • cable television community programming
> • community college programs such as Introduction to Non-
> ...

Traditional Occupations (INTO) or Women into Trades and Technology (WITT)
- word-of-mouth from trainees and graduates to friends

Recruitment presentations to the above organizations include descriptions of:
- typical factory environments
- electronics career paths, salaries
- the theory and hands-on portion of the program
- intake procedures which include successful completion of entrance tests covering math, spatial and logical reasoning aptitudes, and oral and written English

e. Eligibility criteria

These criteria — sometimes referred to as program prerequisites — will be very important to enable your program to select suitable trainees. You will want to be able to accommodate a wide variety of individuals but also to minimize trainee failure — a difficult experience for someone who may have already experienced a great deal of failure in learning situations. Criteria need to be based on the needs of the target group, the program's performance objectives and sometimes on the specifications of your funder.

Criteria usually relate to:
- minimum education level or equivalent experience that an individual is likely to need in order to master the skills involved and that are generally required by employers
- functional level as determined by program tests or assessment at community colleges
- work history
- socio-medical history—ability to tolerate the pressures of training and employment
- previously acquired skills
- ability to tolerate the physical and environmental demands of the occupation: factors to consider are strength, agility, harsh weather conditions, high noise levels, long periods of standing or sitting
- program employment equity objectives
- personal readiness for the program
- other factors specific to your program.

Below is an example of eligibility criteria for the **Georgina Job Skills Project** mentioned previously. This project offers training in five occupational areas: Machining/Metal Work; Construction/ Carpentry; Marine Craft Fabricating, Assembling and Repairing; and General Office Clerk and Related Occupations:

POTENTIAL TRAINEES MUST BE:
- a resident of York region
- legally employable
- in receipt of social assistance

...

- seeking full-time employment
- registered with the C.E.C.

As a result of the user needs assessment, it has been determined that potential trainees will show evidence of one or a combination of some of the following characteristics:

- have a past history of employment difficulties (i.e. never employed or frequently interrupted employment)
- have a lack of basic education/training
- be a member of a visible minority group
- have had serious family problems
- history of drug/alcohol abuse
- poor self image, thus a lack of confidence in performing in a competitive work environment
- history of trouble with the law
- lack of specific employment skills.

Below is an excerpt from a proposal covering eligibility criteria. It is from a proposal for training in office skills submitted by the **Stratford Training Employment Program** (S.T.E.P.) serving severely employment disadvantaged adults in Perth County:

The goal of the S.T.E.P. project is to provide participants with the training and skills needed to secure employment or go on to further training. Candidates with a diagnosed condition which would make this goal unrealistic even after completion of the program will be considered unsuitable for admission. Judgement will be made on the basis of the candidate's functional level and not on the basis of diagnosis alone. Certain diagnosable conditions such as borderline retardation, psychiatric disorders, or medical problems do not necessarily preclude regular employment.

If it can be determined that an applicant needs an extremely sheltered environment on a long term basis, referral may be made to the Eileen Langley Centre or Frederick Industries.

In cases where there is a history of violent behaviour, suicide attempts, or psychiatric treatment, an assessment documenting that it is safe/advisable for the person to work will be required.

f. Selection procedures

The experience of other projects can help you decide on selection procedures to choose the right trainees without discouraging potential participants with too many tests and other potentially threatening procedures. Your goal is to be as flexible and open as possible, while identifying people who are not able yet to handle your program. Usually there is a combination of an initial intake group and/or individual meeting to assess eligibility, references from referral sources, an application form that further assesses eligibility and identifies strengths and weaknesses, testing, and a probationary period.

If testing is necessary, make every attempt to make the process

as non-threatening as possible.

Here is an example of a complete, easy-to-understand section on Intake and Selection Procedures from the first year proposal submitted by **WEST — Women's Employment Skills Training**, a project targeting visible minority women in Windsor.

INTAKE AND SCREENING

INTRODUCTION

The following outlines the Intake and Screening format, the Referral process and the Probationary Period.

INTAKE

Intake refers to the process of accepting referrals for the project. Referrals will be accepted from agencies serving the Visible Minority Community including:

(i) Immigrant Women's Centre
(ii) YWCA
(iii) Cultural societies
(iv) Unemployed Help Centre
(v) Self referral

Currently the project has a list of seventy-two women who have expressed interest in the program (see Appendix 9).

Although the referral process may be initiated by a variety of agencies including those listed above, to be accepted for screening, all referrals must be formally referred by the CEC.

Eligibility

During intake, applicant eligibility is assessed. To be eligible, women must:

1. Belong to a visible minority
2. Have been unemployed for 24 out of the previous 30 weeks.

Those women who meet these minimum requirements will be subject to further assessment during the screening process.

During the first year of operation, the project will train 30 women. (See Appendix 10 for Admissions Flow Chart and detailed schedule of startup and graduation dates). Trainees will enter the program in groups of five at eight week intervals. This staggered admissions strategy will:

1. Ensure adequate personnel so that the training and small business component may operate at capacity on a continuous basis.
2. Provide a mechanism whereby admission during the eighth week can be increased to account for dropouts (i.e. if two people drop out of the first group, 7 could be admitted in the second intake round).

SCREENING

Three procedures will be used to screen applicants in order to identify those best suited to this type of training program:

1. Application Form;
2. English and Mathematics Assessment;
3. Personal Interview.

(See Appendices 11 and 12 for the Application Form and a list of The Assessment Instruments.)

...

The Application Form
The application form will collect general information to be used in the initial screening of applicants. The normal requirements of a particular level of education and employment experience will not be used in the screening process. These requirements represent significant barriers to employment for Visible Minority Women. It is essential, however, that applicants have reasonable levels of English language skills.

Applications must be completed on-site to ensure that they are completed by the applicants personally and without assistance. In this way basic English comprehension can also be assessed.

English and Mathematics Assessments
To be accepted into the program, applicants must test out to a minimum of grade 10 level in both English and Mathematics. Applicants who do not meet these requirements will be referred to an appropriate agency (i.e. Adult Learning Centre, TESL, CEC).

Personal Interview
Those who have been referred by the CEC and meet the minimum criteria as defined by Employment Development and established through the project's application and assessment process will be given a personal interview.

The purpose of this interview is to:
(i) assess the motivational level of the candidate;
(ii) clearly communicate the nature of the training program in detail;
(iii) assess the applicant's verbal skills;
(iv) confirm information on the application form.

During the interview, the strengths and weaknesses of the applicant will be assessed. This information will provide the basis for the development of trainee goals & objectives statements and career plans (Client Development) that will be produced during the orientation phase. (See appendix 13 for interview behaviour form).

Responsibility for Intake and Screening
The intake and screening process shall be the joint responsibility of the Project Manager and the Transition Skills Trainer. Both core staff will interview prospective trainees and ensure that applicants meet the minimum eligibility criteria. English and Mathematics assessment shall be the responsibility of the Transition Skills Trainer.

PROBATIONARY PERIOD
Successful applicants will be subject to a four week probationary period. The purpose of this period is:

(i) to identify and screen out participants who are not interested or not capable of successfully completing the training;
(ii) to verify trainees' strengths and weaknesses and to develop a plan of action to augment their personal strengths and make them job-ready.

Having decided on your **Focus**, the next step in your research plan is to decide on your **Method**.

2. Method: How the information will be collected

When deciding on methods for gathering your information it is important to **collect your information from a variety of sources** in order **to be sure of your findings and to be sure to speak to target group representatives directly**. Your findings will have more validity if you consult with some of the kinds of people you intend to train. And, for this reason, funders are increasingly adamant that they want evidence that the target group has been consulted.

There are two ways of collecting information: 1) asking **people** directly and 2) analyzing organizational **records** and relevant **literature**. Information in the form of numbers that can be quantified gives the most weight to your conclusions. Educated opinions, however, can flesh out statistics and make an impact when it comes time to actually write the proposal.

Asking People

There are four major methods for asking **people** for information[2]

- telephone surveys
- mailed questionnaires
- individual interviews
- focus groups (groups of eight to twelve people working with a facilitator to express opinions and attitudes and discuss a specific topic)[3]

Each method has strengths and weaknesses. The first two methods are the most impersonal and have limited use with people with limited literacy or English skills but are adequate for answers to specific questions. Individual interviews can be used for specific questions and for more open-ended discussions. They are most useful when interviewing people unfamiliar with surveys. Try to have a translator accompany you if you do not speak the interviewee's first language.

Table "*If a survey is done, what type is best?*" page 51, compares the advantages and disadvantages of face-to-face interviews, telephone surveys, and mailed questionnaires, the three most frequently used survey methods.

Focus groups can be helpful for clarification of complex issues and investigating attitudes and opinions. Members have to be selected carefully for either their expertise or representativeness of the target group. The discussion has to be facilitated to allow everyone to express their opinion. Focus group research is time consuming: comments have to be recorded, either on paper or on tape, and then analyzed afterwards.[4]

To interview people, whether by phone or in person, it is not always necessary to use formal survey methods with elaborate questionnaires. People can be interviewed informally as long as questions are

2 *Ibid.*, 37

3 Ron Zemke and Thomas Kramlinger, *Figuring Things Out, A Trainers Guide to Needs and Task Analysis*, U.S., Addison Wesley Publishing Co., 1987, 85

4 *Ibid.*, 85 - 97

decided beforehand and responses are recorded in a systematic fashion.

There are a number of common errors people make when designing questionnaires for use in either informal discussions or more formal questionnaires.[5]

1. Using **loaded words** such as "dead-end jobs" which stir up immediate positive or negative feelings. People then react more to the words than the issues.

2. **Loading the response categories:** if you are giving respondents a number of choices, there should be the same number of positive as negative choices. For example, to answer a question about agreement on any given issue, if the choices are
   1. Strongly Agree ☐
   2. Agree ☐
   3. Undecided ☐
   4. Disagree ☐

   there are more positive than negative responses possible. It is better, therefore, to give only three choices.

3. **Loading the entire questionnaire:** ask both sides of an issue. For example, if out of a total of twelve questions, eight focus on gaps in service and four on satisfaction, the questionnaire would be biased toward gaps.

4. Using **leading questions** which suggest socially acceptable answers, the viewpoint of the researcher, or the behaviour that is expected. For example, "Do you want training that will lead to a well-paying job?"

5. Using **vague words and phrases**: sometimes you may want to be vague if you are exploring an issue. However, if you want exact answers, avoid choices such as:
   Never ☐
   Sometimes ☐
   Often ☐
   Always ☐

   Everyone has a different idea of what these terms mean, so it is better to give a range such as "less than two times" or "three to four times". As part of its needs assessment, one community organization asked potential trainees how they would feel about work that required heavy lifting. Respondents said it would not be a problem. However, when actually in the program they found the lifting required was too heavy. It would have been better to specify the exact employment requirements or tour a number of potential trainees through an actual work site — perhaps they co ıld have had some hands-on experience — and then ask for feedback.

6. Using **offensive or overly personal questions** such as "what is your income?" — it is better to have people check off an income range.

5 Abbey-Livingston and Abbey, 102 - 113

IF A SURVEY IS TO BE DONE, WHAT TYPE IS BEST? [6]

	Face-to-Face Interviews	Telephone Survey	Mailed Questionnaire
1. TYPES OF INFORMATION			
IF YOU HAVE:			
• A complicated series of questions to ask	Yes	No	Sometimes
• Many open questions to ask	Yes	Possibly	Rarely
• Many alternatives to be considered or rated	Possibly	Rarely	Yes
DO YOU NEED TO KNOW:			
• Responses to very specific questions	Yes	Yes	Yes
• Deeper attitudes and feelings	Yes	Rarely	No
2. SAMPLE			
DO YOU NEED:			
• Answers from specific people who might not respond themselves (they might give the task of responding to someone else in their organization)	Yes	Yes	No
• Answers from specific people who are likely to respond	Yes	Yes	Yes
• Answers from a lot of people	No	Possibly	Yes
DO YOU HAVE			
• People who will not understand print	Yes	Possibly	No
• People who will not want anyone to know what they think	Rarely	No	Yes
• People who speak other languages	Possibly	Possibly	Possibly
3. TIME			
IF YOU LACK:			
• Trained interviewers or the time to train people	Never	No	Yes
• Time to code responses or people to do that for you	Never	Rarely	Rarely
• Time to think about what you are doing	NEVER	NEVER	NEVER

6 Reproduced with permission of the Ministry of Tourism and Recreation, from Diane Abbey-Livingston and David S. Abbey, *Enjoying Research? A How To Manual on Needs Assessment*, Toronto, 1982, 48

The second major research method for collecting information is **analysis of records and relevant literature**. Helpful sources are listed in the next section, Sample, page 53.

3. Sample: Who or What are your Sources of Information?

There are three decisions to be made regarding your sample:

- how many people or documents should be included: this is called sample size
- which people or documents should be included: this is called the sample
- how should they be selected: this is called the sampling method or procedure.

Sample Size

The size of your sample affects the credibility of your research results. The number of people to interview depends on the scope of your project, the amount of existing information in your possession, your human and financial resources, and the expectations of the funder. Researchers have chosen sample sizes of between twenty and two hundred. It is best to check with your funder, experts in needs assessment research, and other projects in order to decide on a sample size that will best suit your needs.

Sample

Depending on your community and, again, the information you and/or your funder's require, there can be a wide range of people and print materials to draw upon. Below are some suggestions:

People

- representatives of the potential target group: these can be located through community agencies and organizations, churches, residents' associations
- Family Benefits and General Welfare workers: they have demographic information about their caseloads including percentage of single-parents on social assistance
- managers of Canada Employment Centres for local unemployment statistics by age and gender
- municipal governments for demographic information including income levels, numbers of early school leavers
- Ministry of Citizenship - Multiculturalism and Citizenship Division, Ethnocultural Data Information section, for demographic information on Ontario's ethnic communities
- the Metro Toronto Housing Authority or similar organizations in other communities for demographic information on residents
- advocacy, self-help, and support groups who service diverse groups from differing backgrounds. See Appendix B. Networking and Umbrella Organizations for a listing of some of these groups found in Ontario
- other similar training projects
- agencies which would be potential referral sources
- boards of education to collect demographic information on

families and early school leavers
- United Way
- Ministry of Labour Handicapped Employment Program in Toronto for information on employment equity for physically, emotionally, and intellectually disabled persons
- Ontario Women's Directorate in Toronto for information on employment equity in general and women in particular
- social planning councils; for example the Social Planning Council of Metro Toronto has a Community Research Unit with an inventory of relevant research studies available to the public for a small fee
- community centres such as settlement houses, neighbourhood recreation centres
- private marketing companies who may be able to do demographic research for a reasonable fee.

Publications

Many of the above sources will have publications relating to your target group. In addition there may be useful books and journals at:

- the public libraries: there is an extensive inter-library-loan system in Ontario
- university libraries
- federal and provincial government bookstores
- Canada Employment and Immigration Advisory Council: a council of representatives of business and labour, based in Ottawa; you can request to be on the mailing list for reports
- the Ontario Women's Directorate and the Handicapped Employment Program.

For the most part, you will want to concentrate your research on talking to people, as this will provide you with information most relevant to your community and particular target group.

Sampling Method: How to Select People to Interview

Sampling is a way of selecting people, documents, or activities in order to collect accurate, usable information. There are two basic approaches to sampling:

- random samples
- selected samples.

Random samples

Random sampling describes the technique used when people are selected according to a statistical method that renders the information accurate. Random samples are preferred when you want to be able to generalize findings to a larger group of people than those actually targeted for data collection.[7] The statistical methods for calculating sample size are quite complicated and beyond the scope of this Manual. A useful introduction to determining random samples can be found in *Enjoying Research?*, cited previously, pages 49-74. If

7 Stephen E. Anderson, *Evaluation Manual for Community-Based Training Programs*, George Brown College Community Outreach Department, Toronto, 1988, 87

you intend to use random sampling procedures you may wish to consult with research experts because of the complexity of the task.

SELECTED SAMPLES

Selected samples are when specific people, documents or activities are selected because they offer particular expertise (critical case samples) or present typical features of your target group (typical case samples).[8] This is the more commonly used sampling method for training needs assessments. It is advisable to ask your program officer the preferred sampling method.

III.D. 3. Content of the Training Needs Assessment for the Proposal

In your proposal funders will be looking for:

- a summary of your research plan including your **focus, method, and sample**
- a summary of your findings. This can include:
  - a concise review of previous research in this area
  - findings from interviews, backed up by statistical summaries, identifying the target group, their needs
  - quotes from experts and sample target group members.

The goal is a clear description of the target group members, their training needs and interests, existing barriers to their participation in training, and an explanation of how your program will fill their needs without duplicating other services.

Depending on your funder's application form you may also wish to include here information on number of participants, how they will be recruited, how your employment equity objectives will be achieved, and methods for participant eligibility assessment.

It is important to:

- relate your needs assessment to the purposes and goals of the sponsoring organization
- demonstrate that there has been input from potential target group members
- demonstrate that you are not duplicating other projects
- keep in mind that your project has to be realistic and manageable and ultimately be connected to your project's goals and objectives. As one authority on proposal writing said: "A frequent mistake made in proposal applications is to describe a massive and complex need but to propose a project which meets only a very small part of the problem...This [has been labeled] the 'elephant-mouse-obstetrics syndrome,'[when] needs statements describe a huge problem, but eventually give birth to weak and timid remedies.[9] "For example, a proposal might catalogue a large number of barriers to employment for immigrants but ultimately focus only on offering English as a Second Language training and Job Search skills training. While your needs assessment might uncover a number of target

8 *Ibid.*, 88 - 89

9 Hall, 49

groups with a variety of training needs, in your proposal you need to explain why you have chosen to concentrate on one particular target group and their needs
- present your statistical evidence in summary form. Your complete survey results can be included in an appendix.
- when presenting statistics, do not give percentages without the actual numbers the percentages represents. If you have a need identified by 90% of your sample, but the sample is only 10 people, it is misleading not to indicate the size of the sample
- try to list findings in categories that will then flow into the goals and objectives that will follow.

Your analysis of the labour market will complete the needs assessment. **You will need to establish and be expected to demonstrate in the proposal that there are jobs in your selected training area and that there is a match between your target group and this occupational area.**

Below are several effective Target Group Needs Assessments from successfully funded proposals:

The first, developed by **New Experience for Refugee Women**, at that time part of the Working Skills Centre, both of Toronto, was submitted to the Laidlaw Foundation. This proposal asked for, and received, bridge funding for partial operational costs until other, more secure funding could be obtained. It is an example of a needs assessment done for a program containing a general orientation to the labour market and Canadian society, intensive English as a Second Language Instruction, and on-the-job training in temporary work placements. It did not provide training in a particular occupational area. For this reason a labour market survey was not required, although the proposal contained statistics for the previous year's placements:

Target Group Training Needs Assessment

As the situation in many Latin American countries becomes increasingly violent, there are greater numbers of displaced people seeking refuge in Canada. Of the 2500 Latin American refugees to be settled in Canada in 1984, 40% are destined for Toronto. Although all of these will encounter special difficulties as new immigrants, it is the women who will face the greatest integration problems. Many of the women we served in the last year have suffered emotional, psychological and physical repression in their home countries. Some suffered torture as political prisoners. Most are mothers and wives and have the awesome responsibility of holding their families together through this difficult transition time. Many of these women have limited work experience and those who have skills have difficulty in adapting them to the Canadian labour market. In most cases the women have had less access to English classes than their husbands or children and so have become isolated from Canadian society.

The need for a special program such as N.E.W. is further

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evidenced by the fact that 63 qualified applications were received in the last year, while only 24 women could be accommodated in the program. Our waiting list continues to grow as new women contact us weekly.

Although there are a few excellent programs serving immigrant women in Toronto, most are primarily designed to serve women on a one-to-one counselling basis and none are directed specifically toward refugee women with their many and interrelated needs. (See Appendix) As the Coordinator of the Hispanic Council of Metropolitan Toronto says of N.E.W.: "this service is urgently needed at this time, because no such similar service exists elsewhere in the City for Spanish-speaking refugee women."

The second proposal is an example of an effective, in-depth target group needs assessment prepared by the previously mentioned **Stratford Training Employment Program.** Note how the proposal establishes a match between the research and the funder's priorities by frequent use of the term severely employment disadvantaged people -- SED.

RESEARCH TASKS

The Needs Assessment Phase of the S.T.E.P. project was conducted over the summer months of 1987 and involved two research projects. The first was a study of needs based upon interviews with area professionals from approximately 41 different community service agencies located in Stratford and Perth County. (A complete list of the agencies surveyed is in Appendix A.)

The purpose of the interviews was to compile information for a profile of Perth County which included three components:

1. Case Load Analysis
1.1) total numbers served by each agency
1.2) percentage of Severely Employment Disadvantaged (SED)
1.3) breakdown by gender, age and area of residence

2. Analysis of Resources
2.1) resources available through each agency
2.2) resources most used in referral

3. Needs/Characteristics of the SED Population
3.1) personal characteristics
3.2) barriers to employment
3.3) training needs

The second project in the Needs Assessment explored the needs of the SED population through administration of a 7 page questionnaire which was distributed by select agencies. (A list of the agencies which participated in the SED survey and a copy of the questionnaire are in Appendix A.)

Other Research Activities:

Related research activities in the Needs Assessment Phase included:
-interviews and consultation with staff of other skills training or job development programs

...

-review of reports and publications from other skills training and job development programs; life skills courses; and employment reports
-review of Statistics Canada and CEIC data concerning Perth County demographics

RESEARCH METHOD

I SURVEY OF AGENCIES

1. The agenda for the meetings with the community service agencies included:
   - A brief overview and history of S.T.E.P.
   - Information on the current Board of Directors
   - The objectives of the S.T.E.P. Project
2. Participants were then asked the following questions:
   - Did they see a need for a training program which addresses the problems of Severely Employment Disadvantaged people in Stratford and Perth County?
   - Who are the disadvantaged in Perth County? Do they see trends (for example: women returning to the work force, youth, men over 55 etc.)?
   - What are the needs and employment-related problems that a training program might address?
3. Based on their response to this initial first interview, each agency was evaluated by the researcher in terms of their support for the S.T.E.P. Project. Indicators of a positive attitude were the expressed interest in a SED training program and the willingness to refer clients to it once operational. The results are indicated on the following chart.
4. At the end of this interview agencies were asked to participate with the data gathering of the Needs Assessment by providing the researcher with the following list of statistics form their agency:
   - The total number of clients served by their agency in Stratford or Perth County over a period of 1 year
   - The approximate percentage of SEDs on their caseload who could benefit from a S.T.E.P. training program once operational
   - A further breakdown of this group by age, gender, area of residence and nature of problem
   - Projections of increases or decreases in size of the referral population over a period of the next two years
   - Any brief personal observations on the needs or characteristics of their client group
   - A list of support services offered
5. A breakdown of this information is contained in Appendix A.
6. Where possible, a second meeting was scheduled to discuss the results of the data from each agency particularly concerning any insights that the staff may have had concerning the information.

II SED GROUP SURVEY

Selected agencies were also asked to participate in the administration of a questionnaire which was addressed to Severely Employment Disadvantaged people themselves. Professionals from the local CEIC and Social Service offices were consulted regarding its design and wording. The purpose

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of the questionnaire was to:

- Identify the primary learning needs of the SED target group based upon their own subjective experiences.
- Identify barriers to employment training such as lack of access to transportation and day care.
- Assess the degree of interest on behalf of potential training program participants in Stratford and Perth County.
- Identify patterns or trends relating to factors such as gender, age or area of residence.
- Facilitate feelings of self-esteem in the target group by including them in the process of program development.
- Create a profile of potential participants in a SED program.

The selection of criteria used for administration of the questionnaire was any one of the following:

- Have been unemployed for 24 of the last 30 weeks
- Have limited education, i.e. did not complete high school
- Have been unable to get or hold employment for long periods due to absenteeism, lateness, difficulty with employer/co-worker relationships
- Demonstrate a lack of social and/or interpersonal skills that adversely affect employability

FINDINGS

I RESULTS OF AGENCY SURVEYS

1. SED Profile

Of the 41 organizations contacted, 20 participated in the Case Load Analysis (See Appendix A). According to this information, taking into account overlap between agencies, there are approximately 700+ individuals in Stratford and Perth County known to be Severely Employment Disadvantaged who could benefit from an employment training program.

The majority of these are women located in Stratford or within a 25 mile radius, and are between the ages of 25 and 40 years old. (The female to male ratio is approximately 60/40.)

2. Barriers to Employment

Professionals representing the 36 community service agencies who participated in the in-depth interviews, cited limited education, lack of work experience and motivation/self-image problems as the most common characteristics of the SED population. External factors affecting employability for this group were lack of adequate child care facilities and transportation. (See table 1)

TABLE 1
BARRIERS TO EMPLOYMENT/RE-TRAINING

	% of Agencies Citing Problem
External Barriers	
Transportation	27.7%
Child Care	30.5%
Social Stigma (of incarceration or institutionalization)	8.0%
Other Barriers	
Motivation/Self-image	55.5%
Limited Education	47.2%
Lack of Work Experience	41.6%
Health Problems - Mental	25.0%
- Physical	11.0%
Literacy Problems	11.0%

(n=36)

Another external barrier to employment for the disadvantaged identified by survey participants is the social stigma attached to incarceration or institutionalization. This stigma is a particularly effective barrier to employment in smaller cities, towns and rural areas, such as those of Perth County.

As one person succinctly stated,

" A lot of people we would consider SED are known in the community so they won't be hired anyhow - no one will give them a break."

3. Support for Training Program

Representatives from sixty-six percent of the 41 organizations surveyed showed a positive attitude toward a training program for the Severely Employment Disadvantaged. Twenty-five percent were positive with reservations and seven percent negative. Reservations concerning a training program focused on its efficacy and emphasized that support from area employers would be critical to its success. Some quotes were as follows:

- "My sense is that we're not really hitting at the issue - not doing enough about skill development. Our focus should be who's doing the hiring and what is it we want to train people for?"
- " Employers don't like having odd people around and with the current economic climate they don't have to. Why hire someone with problems when you have a line up of qualified people at the door?."
- "Life skills courses don't mean anything if you're not going to get a job at the end."

The relatively small minority of those who showed a negative attitude toward a training program felt that existing services should be improved to meet the needs of the area's employment disadvantaged:

- "We should insure that systems that exist be used wisely and appropriately, with more co-ordination."

- "The unfortunate thing about our programs is that they're administrative and paperwork oriented rather than people and problem oriented. We don't need another program with the 9 - 5 approach to dealing with problems."

and one person doubted that any program at all would be utilized by the SED group:

- "How are you going to get these people there? You're offering them something but whether they're going to take it or not is another thing."

4. Training Needs

Recommendations from agency survey participants concerning the components of a SED training program focused primarily on two areas: Life management, and the practicum of skills training component. (See Interview Quotes from Area Professionals, Appendix A) Responses to this question were overwhelmingly unanimous in favour of a program which provided its participants with concrete, marketable job skills leading to meaningful employment. Sensitivity on the part of staff and attention to environment are other suggestions worthy of note.

II Results of SED Questionnaire Survey

A total of 51 SED individuals participated voluntarily and anonymously in the questionnaire survey. In some cases, to

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protect confidentiality, select agencies were provided with the forms and asked to distribute them to clients. For individuals who were functionally illiterate, the questionnaire was administered verbally by an agency worker. The percentage of the sample who were functionally illiterate was 5.9% (3).

Limitations of the SED Survey

Due to the method of administering the questionnaires, there is no objective correlation between the survey respondents and the SED population as a whole. Results of this survey are therefore descriptive in nature and should not be viewed as representative of the total SED population.

Demographics

1. The male/female ratio of survey participants was:

	Frequency	Percent
Female	36	70.6
Male	15	29.4

2. The average age of the sample was 29.2 years, distributed as follows:

	Frequency	Percent
Under 25 years	15	29.4
25 - 34	25	49.0
35 - 44	9	17.6
45 +	2	3.9

3. Respondents relationship status was:

	Frequency	Percent
Married or living with a spouse	13	25.5
Single	22	43.1
Separated or divorced	14	27.4
Widowed	2	3.9

4. Respondents primary means of financial support was:

	Frequency	Percent
Spouse	9	17.6
Parents	5	9.8
Work: full-time	2	3.9
part-time	2	3.9
Welfare	25	49.0
Disability	8	15.7
UIC	2	3.9

5. Total yearly income of respondents household was:

	Frequency	Percent
Less than 3,000	5	9.8
4,000 to 7,000	18	35.3
8,000 to 11,000	12	23.5
12,000 to 15,000	6	11.8
16,000 to 19,000	3	5.9
20,000 plus	6	11.8

6. Fifty-five percent (28) of the respondents have children. The average number of children was 2.

...

7. Respondents area of residence:

	Frequency	Percent
Stratford	33	64.7
St. Marys	7	13.7
Listowel	4	7.8
Rural	7	13.7

8. Length of time unemployed/looking for work:

	Frequency	Percent
Less than 1 month	5	9.8
Less than 4 months	10	19.6
Less than 6 months	5	9.8
Less than 1 Year	3	5.9
More than 1 year	21	41.2
Not actively looking for work	7	13.7

Education/Training

9. Fifty-one percent of the sample had less than Grade 12 education. The breakdown is as follows:

	Frequency	Percent	Cumulative Percent
Grade 7	1	2.0	2.0
Grade 8	1	2.0	3.9
Grade 9	2	3.9	7.8
Grade 10	7	13.7	21.6
Grade 11	15	29.4	51.0
Grade 12	7	13.7	64.7
Grade 13	15	29.4	94.1
College	1	2.0	96.1
Not answered	2	3.9	100.0

10. The reason most often cited by respondents for quitting school before Grade 12 was "problems at home". Responses were:

	Frequency	Percent
Problems at home	12	23.5
Problems with other students	1	2.0
Problems with teachers	6	11.8
To start a family	4	7.8
Personal problems, i.e. alcohol or drugs	3	5.9
Boredom	8	15.7
Problems with school work	8	15.7
To earn own money	8	15.7
Health problems	4	7.8

The first four categories which deal with relational problems, account for 45% (23) of the total. However, area professionals who work with this population feel that a large portion of the relational problems are also connected to problems with drugs or alcohol.

11. Thirty-nine percent (20) of the respondents had attended some form of upgrading or employment preparation program. Of this number, 90% had completed the program.

...

12. The following job related programs were reported as attended:

	Frequency	Percent
BJRT	7	13.7
Focus for Change	6	11.7
OBS	4	7.8
Other	3	5.8

SUMMARY AND RECOMMENDATIONS

Participants in both the survey of agencies and the SED survey identified similar key issues and problems facing the employment disadvantaged of Stratford and Perth County.

1. Barriers to Employment

1.1 External Barriers

The highest external barriers to employment or re-training programs for the SED population identified in this study are: the lack of transportation, the lack of adequate child care facilities, and the stigma that individuals with a history of problems carry with them in a rural area.

As the majority of participants in a training program will probably be women, the issues of day care and transportation will have to be addressed. It is therefore recommended that:

- the Job Development Program include a plan for day care and transportation subsidies

or

- the Job Development Program include a day care component in its training program

or

- that the Job Development Program liaise with other existing programs which provide client transportation (such as Frederick Industries) and other programs which offer child care facilities (such as the approved 2nd Stage Housing project for women)
- The Job Development Program initiate Public Education activities in Stratford and Perth County through local media, schools and community groups to change attitudes and challenge the stigmatizing effect of negative stereotypes

1.2 Other Barriers

Participants in the SED survey and agency professionals alike identified limited education, lack of work experience and what is referred to in current education literature as "Life Skills" problems, as other high barriers to employment in Stratford and Perth County.

Statistics on local demographics relating to level of education (1981) show that approximately 54% of Perth County's labour force population over the age of 15 have less than a high school diploma. In 1981 in Perth County there were 162.6 persons per 1000 over the age of 15 with less than a grade 8 education.

Moreover, CEC Unemployment Insurance data (1984 - 1987) shows a significant increase in the level of unemployment of women in the 25 - 55 age group over a three year period of representative months. In 1985 there was little difference in the number of females unemployed relative to the number of males. By June of 1987 the rate for women in this age group was twice

...

as high as that of males. The rate for males in this age group also declined slightly over the 3 year period. (Refer to UIC Recipient Graphs, Appendix B.)

Analysis of all survey data consistently reveals that the group most "at risk" for employment related problems in Stratford and Perth County are women in the 25+ age group. There is, however, a high percentage of persons in the Perth County population with limited education. Changes in the workplace, (especially the auto industry which provides 47% of Stratford's jobs) will require increased levels of education and may place these persons at risk in the future.

As well as lack of education and job skills, SED respondents indicated lack of self-confidence was a barrier to employment. Related research has shown a strong relationship between skill "mastery" and level of confidence and self-esteem in individuals. In a 1986 London, Ontario study by Fanshawe College, Dr. Carol Brooks suggests that "the fostering of self-confidence is so critical to students' learning that instructors working with women in any discipline must consider it in their approach to subject matter".

The information in this study clearly shows the direction for skills training initiatives. It is therefore recommended that:

- The Job Development Program training modules include:
  a) an upgrading component and a literacy training component to Grade 12 equivalent where needed

  b) a Life Skills or Life Management component emphasizing empowerment and affirmation as well as relational and problem-solving skills

  but
- that the emphasis of the program be on skills training (including both generic and specific job skills) as a way of increasing self-esteem and self-confidence through development of the marketable skills needed in today's workforce
- that a Job Search Support Service including career counselling with meaningful long term career goals and an advocacy component be a fundamental part of the Job Development Program.

III.D. 4. Checklist: Target Group Training Needs Assessment

Your training needs assessment of the target group:

☐ 1. Investigates:
training-related characteristics including
a) demographic characteristics,
b) strengths,
c) needs,
d) interests and
e) societal barriers to participating in existing training programs and/or securing employment.

☐ 2. Relates to the requirements of the labour market to ensure a match between the two.

☐ 3. Enables you to decide on an optimum number of trainees, potential referral sources, recruitment strategies, selection criteria and selection procedures.

☐ 4. Varies in scope according to the amount of information already on hand, the funder's requirements, and the program planning requirements.

☐ 5. Involves developing a research plan precisely defining your focus, your method, and your sample.

☐ 6. Your research plan contains an employment equity component in order to investigate the needs of traditionally under-represented groups.

☐ 7. Your proposal contains a summary of your research plan and of your findings. Your findings:
- relate to the purposes and goals of the sponsoring organization.
- demonstrate input from potential target group members
- demonstrate that you are not duplicating service
- demonstrate community support for the project.

III.E. THE LABOUR MARKET NEEDS ASSESSMENT

This section outlines methods of determining areas of skill shortages in your community and relating these to your target group in order to select an appropriate training activity. It also includes resources for developing a skills inventory for the chosen occupational area. Content to be included in the proposal is detailed.

III.E. 1. Purpose of the Labour Market Needs Assessment

A "labour market needs assessment" is the term used to describe the investigation of areas of **skill shortages** and, hence, **jobs** which will match your target group's needs and interests. The goal is to find a training activity offering good opportunities for **employment and/or entry to further education and training.**

Funders state that it is not uncommon for sponsoring organizations to decide on an occupational area that is out of the immediate reach of the target group because the entry-level positions require very high educational requirements and/or high levels of previous training or on-the-job skill acquisition. Funders are not usually willing to support training of that level or duration. Clarify with your funder whether formal education or upgrading can be counted as a placement. Projects have had their future funding jeopardized when "too many" graduates went back to school as opposed to securing jobs.

Some projects focus solely on the local labour market, since the supply of graduates will match the local demand for labour. Others are interested in skills transferrable to other communities, as their own community is likely to have an insufficient supply of new jobs.

As with your target group needs assessment, it will be important, at this stage, to identify people to serve on an advisory committee or board of directors. Possible members could include employers, labour union representatives, accountants, lawyers, or labour market experts. Employers who are supportive of your project can also be approached as potential employers of graduates or hosts for work placements (a work placement is a temporary unpaid job where trainees can practise skills in a real work environment).

III.E. 2. How to Conduct a Labour Market Needs Assessment

Because labour market research is a fairly specialized field, sponsoring organizations usually do not engage in extensive surveys on supply and demand on their own. If an in-depth labour market survey is required, they often consult with labour market experts, either paid or unpaid. As well they rely on the results of existing labour market surveys for their communities in combination with some limited surveying of local employers. This direct contact with employers is valuable as a way of ensuring your project is connected to the needs of your community. It also helps locate employers who are supportive of your program. These employers can be asked to provide work placements and/or jobs for graduates.

As with your target group needs assessment, the first step is to develop a research plan, defining precisely:

1. What information will be collected: that is, your focus (page 66)
2. How the information will be collected: that is, your method (page 71)
3. Who or what are your sources of information: that is, your

sample (page 72)[1]

1. Focus: what information will be collected

Information can be collected on generic skills training or specific occupational training:

Generic Skills Training

You may decide to collect information on generic skills training offering general employment-related skills. The findings from your preliminary examination of the labour market may indicate that no one occupation can supply all the jobs for, or will be of interest to, the target group. Also, the target group may be so diversified in terms of training need that it makes more sense to provide generic skills training without narrowing down career options. As well, sometimes the only funding that is available is for generic skills training.

Information collection for generic skills training will focus on the need to provide training in areas such as:

- English, either upgrading, or English as a Second Language/ Specific Purpose
- mathematics
- computer literacy
- orientation to Canada (for immigrants and refugees)
- job search skills
- non-technical skills expected by employers (usually referred to as life skills or work skills, including ability to fulfill employers' expectations regarding attendance, punctuality; communication skills)
- learning styles, study habits
- balancing home and work responsibilities
- employees' rights in the workplace; the role of labour unions
- community resources

If your organization is thinking of a project focussing on generic employment skills, you may wish to collect information on those skills most frequently required by a wide variety of employers, providing entry into the **widest variety of occupations**. How and from whom this information is collected is discussed under Method, page 71, and Sample, page 72.

You may also wish to examine the issue of career ladder: do you intend to provide training that will, in addition to providing job entry, provide job security and upward mobility? If job security is an objective, you may wish to collect information on which skills will be most transferrable. If upward mobility is also an objective, you should collect information on which skills will open the most doors for advancement.

Specific Occupational Training

Alternatively, your organization may decide, on the basis of your target group needs assessment and your preliminary reading of the labour market, to do a labour market needs assessment to discover one or several occupational areas for training. Usually a generic

1 Abbey-Livingston and Abbey, 21

skills training component is also investigated, to be incorporated into the program along with specific occupational training. Generic skills training is increasingly valued by business and industry, along with specific occupational skills. For example, a recent report of the automotive industry Human Resources Task Force found that "all workers, regardless of occupation, require some level of basic, analytical, and interpersonal skills ...[2] and that "a solid grounding in the functional components of basic skills (literacy and mathematics) is more important than ever before because of the switch to computerized technology and increased information-gathering responsibilities.[3]

In researching specific occupational training, you will need to investigate employment issues relating to your local labour market or beyond, depending on your focus, such as:

- occupational areas of greatest **skill shortages** where the demand cannot be met by existing training institutions
- which of the skill shortage areas will provide the best wages, job security; as with generic skill training, is upward mobility important?
- the extent to which the **demand will continue** in the foreseeable future (most employers are not able to predict beyond twelve months regarding exact demands, but their current needs, along with a reading of relevant literature and interviews with labour market experts listed below will help you make some projections)
- **entry-level requirements** of these areas, both educational levels and skill pre-requisites. Here it will be helpful to compile a **skills inventory**, a list of all skills required for a particular job including generic, technical and so-called "relational" skills involving communicating with supervisors and co-workers. This skills inventory will help you further decide if there is a match between your target group's needs and interests and the job and its requirements. It will also eventually help in the development of curriculum

  It is important to assess as completely as possible the skills required for the job. One group ultimately developed a successful office microcomputer skills training program for disabled persons but did not capture in its initial needs assessment with employers the importance of good communication skills. This ultimately became an important program component area for this particular target group where social isolation had created significant communication deficits.

Skills inventories can be developed from the *Canadian Classification Dictionary of Occupations* (CCDO), a book which defines in detail all Canadian occupations. It is available at Canada Employment Centres, Employment and Immigration District Economist Offices, community colleges, and public libraries. Interviews with employers will also help in the development of a skills inventory. Below is an

2 *Report of the Automotive Industries Human Resources Task Force: Why People Count*, Canadian Occupational Projection System, 1986, 105

3 *Ibid.*, 106

example of such an inventory developed from a CCDO code definition:

Repairer, Small Engines

Definition: Repairs small engines used in lawn mowers, chain saws, garden tractors, snowmobiles and similar machines.

Skills inventory:
-Reading, writing, and comprehension of English for a Specific Purpose in order to read work orders and prepare reports of work performed
-Verbal communication skills to communicate with customers
-Repair small engines including ability to:
-diagnose engine problems
-test engines with compression gauges and other devices
-dismantle engines
-clean engines
-replace worn or defective parts
-adjust carburetors, chains, throttle linkages, other parts
-repair manual starters, transmissions and other assemblies
-reface valves or machine similar parts
-weld broken parts
-sharpen blades

Further information to collect for specific occupational needs assessments:

1. What are the entry-level wages?
2. Is the occupational area unionized? If so, wages and benefits are usually better.
3. Are there jobs in high skill areas that would suit your target group, for example, people with education and training acquired in other countries and/or workers displaced by changes in the economy.
4. Where are the major employers located? Near public transit?
5. Is shift work required?
6. Are there unusual working conditions?
7. Are there impending changes in specific companies that will have an impact on skill requirements and therefore job security and advancement for your trainees?
8. What are the non-technical skills employers require e.g. ability to be punctual, good communication skills?
9. Would trainees face attitudinal barriers such as those experienced by women entering non-traditional occupations or that disabled persons may experience? Which employers have employment equity plans in place?

Implications of the Canada-U.S. Free Trade Agreement

When assessing the labour market it is wise to investigate the implications of the proposed Canada-U.S. Free Trade Agreement (see Bibliography for a selection of recent books and reports). While there is little consensus among experts on the specific ramifications of the Agreement, most agree that there will be some job losses and

dislocations for workers. By interviewing local employers and labour market experts and by reading relevant literature (see the bibliography), you may be able to assess which areas will be vulnerable to job loss or be expected to expand.

When conducting your research into the effects of the agreement, you will want to ask the following questions:

1. **Which occupational areas will experience increases in jobs? What kind of jobs are they likely to be?**

A number of industrial sectors and associations have expressed support for the agreement, including the chemical, steel, mining and forest product industries, the Canadian Manufacturers' Association and the Canadian Organization of Small Business.[4] An edition of *Small Business* magazine[5] contains statements from a variety of employers who indicate that the Agreement will be healthy for their companies because it will help them gain access to the American market. Some of the companies are: Harris Steel Group, Domtar, Honeywell and Dofasco. It would be important to interview employers in these industries to discover which particular occupational areas are likely to grow because of the projected increase in exports.

2. **Which occupational areas are likely to experience job losses because of American competition?**

Among the industries frequently identified as being especially vulnerable are: manufacturers of electrical appliances, automotive and paper products, as well as industries such as food processing, textiles, clothing, leather and shoe production, and the service sector (see the discussion on the next page for a discussion of the service sector in particular).[6] Some organizations, such as the Ontario Federation of Labour, expect significant job losses in "those industrial sectors dominated by branch plants of U.S. multinationals in which Canadian producers are small and relatively inefficient."[7] Women in particular may suffer dislocation since they account for a large percentage of the jobs in industries likely to experience the most serious effects, including clothing, leather and shoes, and textiles. There is concern that these women will have special difficulties finding alternative employment, because of age, level of education and skills, or language abilities.[8]

There are two factors to consider when assessing the labour market in relation to the free trade agreement:

1. Retraining and skills upgrading will be needed by employees in affected industries and the residents of communities hit hardest by the agreement.[9] The agreement may therefore have implications for the nature of your target group.
2. Care must be taken to avoid selecting an occupational area for training that will offer poor employment opportunities because

4 Government of Ontario, Cabinet Sub-Committee on Free Trade, *Report on Public Hearings, October 13 to November 23*, 1987, February 1988, 5

5 *Small Business*, July/August, 1988

6 Government of Ontario, *Ibid.*, 1988, 50

7 *Ibid.*, 6

8 *Ibid.*, 52

9 *Ibid.*, 50

of the effects of the agreement.

3. The service sector and implications for women

The service sector includes everything other than goods production: health, education, community and social services, telecommunications, transportation, advertising, consulting, banking, accounting, legal services, tourism, utilities, entertainment, computer services including data processing, and more.

This is a sector of likely interest to many training programs since in the past significant numbers of sponsors have chosen to train in this area. As well, 81% of all women in the paid labour force work in the service sector, so, depending on the impact of the agreement on this sector, women may be especially vulnerable to job losses.[10]

While the Economic Council of Canada, among others, has predicted job growth in the service sector as a result of a free trade agreement,[11] the Ontario Women's Directorate believes that the Council's projections were based on assumptions that have not been realized. "Predictions of future job growth for women made by the Council, therefore, must now be discounted."[12] (However, with or without a free trade agreement, the service sector is expected to grow in relation to the goods-producing sector. According to the Ontario Women's Directorate, this growth "[will be] a mixed blessing for women..[since] many of these jobs tend to be low-paid, part-time and, particularly in commercial sectors, unorganized.[13])

4. Will there be an impact on education and training that will affect your program?

Some believe that the agreement will give American corporations and educational institutions providing non-university, post-secondary, and vocational training, the right to establish in Canada and be treated exactly the same as any Canadian counterpart, thereby competing with Canadian organizations.[14]

Others think that the direct effects of the agreement on Canadian education and training are not likely to be very significant. Certain forms of discrimination would still be permissible —i.e. not subsidizing the American firms and schools and not purchasing training from them.[15]

The indirect effects are more difficult to predict, but could be significant. If free trade results in a major loss of production and jobs, and hence government revenue, there could be serious cuts in government grants for training. As well, under the influence of the

10 Ontario Women's Directorate, *The Free Trade Agreement and Women*, November, 1987, 10

11 *Ibid.*, 10

12 *Ibid.*, 11

13 *Ibid.*, 11

14 Jim Turk, "Impact of free trade on jobs and training," *Links, George Brown College Community Newsletter*, Spring 1988, Volume 3, No. 2, 3

15 Michael L. Skolnik, "Impact of Free Trade on Education and Training -- It's the Indirect Effects that Matter", *Links, George Brown College Community Newsletter*, Fall 1988, Volume 3, No. 2

American differing ideology, there could be changes in government views of the role of the public sector in training.[16]

2. Method: How the information will be collected

As with your target group needs assessment, there are two ways of collecting information: asking **people** directly or analyzing **reports and relevant literature**. Here, too, it is important to collect your information from a variety of sources in order to be sure of your findings.

Asking People

The four major methods of asking people for information are the same as for the target group needs assessment:[17]

- telephone surveys
- mailed questionnaires
- individual interviews
- focus groups.

A sample questionnaire for conducting employer surveys can be found in Appendix E. It was developed by the Labour Market Research Group, Ministry of Skills Development, for use in their network of data collection. It can be adapted for your surveys, whether of local employers, union representatives, or labour market experts. The questionnaire consists of the following sections:

- **information on employer characteristics** - name/ address of employer; name, position, and telephone number of survey contact person; total number of employees; industry designation
- **occupational-specific data** - job title/description of main duties; number currently employed; numbers hired in the last 12 months; current job openings and recruitment difficulty; skill-upgrading requirements; employment requirements over the next 12 months; entry-level wage/salary data
- **information on current and impending changes** - company-specific changes and expected impact on occupational and skill requirements; impact of technology on industry over the next 3 years and implications for occupational and skill requirements.

When evaluating employers' responses to the Ministry of Skills Development questionnaire, the authors arrived at the following conclusions — these may prove helpful in planning your employer interviews:[18]

1. Most companies keep records on hiring, job titles and duties; however, fewer design a formal corporate plan or keep vacancy records.
2. Most firms have to consult more than one individual or department to obtain all of the information requested on the questionnaire.
3. In small firms, the best contacts are the office manager and the president or owner, in other words, the most senior person. In medium-size organizations, contact the office manager or the

16 *Ibid.*, 4

17 Abbey-Livingston and Abbey, 37

18 Labour Market Needs Survey Manual, 4 - 5

personnel director/department. In larger organizations, the best initial contact is the personnel director/department.

4. The information requested in this particular questionnaire is not considered sensitive by most firms; most companies are willing to provide the information requested.
5. The more difficult it is for an organization to access the information the less willing that organization is to provide it.
6. The surveyors found the likelihood of responding to the questionnaire is about the same for a personal interview and a mail survey. A telephone survey was not considered as effective for this type of survey, probably because of the amount of information requested; others have found personal interviews more successful than mailed questionnaire and telephone interviews quite successful: you may have to try all three to see which works best.
7. Most companies do not make projections on new hirings due to growth or replacement; however, an increased trend exists toward more companies making such forecasts.

See the **Method** section, Target Group Needs Assessment, pages 49 to 52 for more information on methods.

Analysis of Records and Relevant Literature

A great deal of information is available on general labour market trends; it is more difficult to find information on the demand for specific jobs. For example, according to *The Ontario Task Force on Employment and New Technology, Final Report*, six major occupational groups are expected to account for about 70% of all the overall employment growth in Ontario during the next decade.[19]

- clerical
- service
- natural sciences
- engineering and mathematics
- managerial and administrative
- sales.

However, in order to decide on a training activity it is important to collect information on specific occupations within these categories. By contacting sources listed below under **Sample**, pp.72 to 75, you will be able to arrive at conclusions regarding your training area.

3. Sample: Who or What are your Sources of Information?

For a review of information for deciding on your **sample size** and **sample methods**, see **Target Group Training Needs Assessment, Sample** section, pages 52 to 54.

Sample

There are numerous helpful resources for labour market research, especially if you live in an urban area:

19 Ontario Ministry of Skills and Development, *Ontario Task Force on Employment and New Technology, Final Report*, 1985, 16

A. PEOPLE

1. **Employers:** be sure to interview local employers. Names can be obtained from business directories available at the public library such as Scott's Directory or Fraser's Trade Directory, by scanning newspaper want ads if you are particularly interested in reaching employers presently hiring, through business or industrial associations (see below) or labour unions or through your local **Community Industrial Training Advisory Committee** (CITC). These are committees defined either geographically or by industrial associations. Membership is comprised mainly of employers, with additional representation from a community college, a Canada Employment Centre, boards of education, apprenticeship counsellors, and labour unions. Their role is to advise the federal and provincial government on industrial training policies and priorities and to help in the disbursement of federal training funds. They can be located through a community college or MPs office.

2. **Local Advisory Committees (LACs):** members are appointed by the Member of Parliament. They give advice to Employment and Immigration Canada on the labour market including the need for training.

3. **Business or industrial associations** such as the Canadian Appliance Manufacturers' Association, the Canadian Construction Association, the Canadian Home Builder's Association, the Canadian Manufacturers' Association. Complete listings can be found in the Directory of Associations in Canada, available at the public library.

4. **Unions:** listings are available through local labour councils or the Ontario Federation of Labour in Toronto.

5. **Federal government officials:**

- Canada Employment Centre (CEC) managers. Information available regarding job openings, wage rates, ease with which jobs are filled
- District Economists (located through the telephone book or the local Canada Employment Centre). Information on local and regional labour market trends
- Statistics Canada: call for over-the-phone census information and bibliographic requests. Check the federal government listings in the telephone book for the phone number

6. **Provincial government officials:**

- Ministry of Skills Development: Training consultants available in the **Training Material Development Unit, Skills Training Division** to help develop skills inventories and curriculum

7. **Municipal government officials:**

- contact local planning and development officials

8. **Training institutions:**

- community colleges have labour market researchers and analysts with information on various sectors of the economy
- community training organizations dealing in similar occupational areas or target groups.

9. **Other:**

- in Toronto, the Board of Trade has a resource centre; groups in

other communities could contact local chambers of commerce or business associations.

- Community Industrial Training Committees (CITCs) as described previously.
- Social Planning Council staff; in Toronto, the Social Planning Council's Community Outreach Unit will provide help in conducting research, free for non-profit human services organizations in Metro Toronto.

B. Publications

(see Bibliography under Labour Market section)

1. Federal government resources:

- **Employment and Immigration Canada**: There are a number of bulletins on the labour market regularly available from the District Economists and Canada Employment Centres. A place to start is the previously mentioned *Canadian Classification and Dictionary of Occupations*, a book which assigns a code to each occupation and defines it in detail. It is available at Canada Employment Centres and District Economist offices. Labour market experts frequently refer to these codes, so it is a good idea to familiarize yourself with the codes for the occupations you are researching.

  Another report that may be of particular interest is the *Canadian Jobs Strategy Designation List*, formerly called the Skill Shortages Designation List. This list itemizes occupational areas with skill shortages as identified by the federal government. These may or may not fit with your local community or target group. **If the occupation you eventually choose is not on this list, you may have to go to extra lengths to defend your decision if applying for federal funding.**

  Also of interest is the Canadian Occupational Projection System (COPS) and the related publication *Job Futures* which, while categorized by general occupational areas and by province, might give you some useful information regarding trends. This is also available in the public library.

  There are also regular bulletins on occupational vacancies available from the District Economists and Canada Employment Centres.

- **Statistics Canada**: census information is available on the economy and business and industry; a wide variety of publications are available such as *Canadian Social Trends*, *Canadian Economic Observer* and *Guide to Statistics Canada Data on Women, The Labour Force and the Labour Force Information.*

2. Provincial government resources:

- **Ministry of Skills Development**: reports on the labour market such as *Adjusting to Change: an Overview of Labour Market Issues In Ontario*, are available from the Labour Market Research Group. Material on developing skills inventories is available

from the Training Material Development Unit; other relevant material may be available through the Special Projects Fund
- Ministry of Labour Library, Toronto: large collection of reports, journals, texts.
- Ontario Women's Directorate, Toronto: resource centre on employment issues of concern to women.
- Ontario Ministry of Industry, Trade, and Technology, Toronto: information centre with literature on free trade in particular.

3. **Municipal government resources:**
- local planning and development departments will have data on local job trends.

4. **Training and educational resources:**
- University of Toronto — Centre for Industrial Relations Resource Centre, Toronto: excellent collection on labour market issues. May be able to refer you to researchers within the university community.
- community colleges: in Metropolitan Toronto there is a very useful report published annually jointly with the local CITCs, entitled *Labour Market and Training Needs Assessment of the Metropolitan Toronto and York Region*. Consult with your local CITC or community college regarding similar publications. See Appendix D for an excerpt from this report.

5. **Public Libraries:**
- reference librarians can be very helpful in locating relevant information; ask about the possibility of a computerized literature search.

6. **Other:**
- review want ads in local newspapers to see trends in job openings and identify employers.
- review the business section in newspapers.
- read business and trade publications available at the public library.
- Manpower Temporary Services, a private employment agency based in Toronto, publishes a *Quarterly Employment Outlook Survey*. It outlines employment prospects by industry based on a survey of employers
- social planning councils. In Toronto the Social Planning Council publishes reports such as *A Statistical Profile of Toronto's Labour Market*. As well, their Community Research Unit will make available for a small fee relevant studies from their inventory of applied research.

III.E. 3. Content for the Proposal

As for the target group needs assessment, funders will be looking for both a summary of your research plan and your findings.

The goal in your proposal is to provide a clear description of the chosen occupational area and how this choice was arrived at. It is important to emphasize employment prospects and how the

occupational area matches the needs and interests of the target group.

It is also important to:

- demonstrate that there are jobs and/or temporary work placements available in your community for the chosen training activity
- demonstrate support for your project from local business, industry, and labour
- demonstrate that you are not duplicating the service of other training organizations
- present your statistics in summary form with complete survey results in an appendix
- present percentages with the actual numbers they represent
- present your findings in categories that will then flow into the goals and objectives that follow.

III.E. 4. Final Suggestions for Target Group and Labour Market Needs Assessments

DO

- Relate your research to the purposes and goals of your organization.
- Make sure your statements of need present the problem in reasonable proportions.
- Be concise.
- Support your statements by statistics derived from your research of the target group, the local labour market, and relevant literature.
- Make it interesting to read, be concise, and avoid jargon.

DON'T

- Have the narrative read like a lengthy social/political essay than an action-oriented documentation of the problem.
- Present the needs as value judgments, using "should" or "we believe" statements rather than documenting your claims with evidence.

On the following pages are two labour market needs assessments. The first is an example of an investigation done by the **Alexandra Park Residents' Association** for their computer training for re-entry women proposal. While well-done, it would have been even more complete if 1) the section on the survey of small business stated the numbers of businesses contacted and 2) the proposal explained why existing programs were not able to service the target group.

LABOUR MARKET INFORMATION

The Demand Side

The labour market in which Alexandra Park is located, the downtown Toronto core, is rich in office-related employment opportunities, particularly for individuals trained in micro-computers. A representative of the Labour Market Research Department of CEIC in Toronto stated in 1986, "Women with

...

micro-computer skills don't have trouble getting jobs" in downtown offices. As the new technology advances, skilled operators are in increasing demand.

The CEIC Labour Market Research Department reports that the aggregate job requests to local Toronto CEC's for the six month period ending February, 1986 for positions frequently or always requiring micro-computer skills - secretary, word-processing operator, bookkeeping clerk, typist, clerk-typist, and accounting clerk - totalled 2,025. Most of these requests represented positions open in the downtown core in small and medium size establishments (which often cannot afford alternative means of advertising for staff) Because the Alexandra Park project is particularly aimed at the training and employment needs of businesses and organizations of this size, the figure of 2,025 advertised openings is significant. In a very recent (November, 1987) consultation, John Jacobs of the Yonge Street CEC stated that job prospects for computer trained office workers continues to be strong, as small firms increasingly acquire computers.

In a survey of small businesses in the fur and garment industries located in the Alexandra Park area (along Spadina St.), it was found that a number have either recently acquired micro-computers for business applications, or contemplate doing so soon. In the immediate neighbourhood of Alexandra Park, a community legal clinic and a community centre recently purchased computer hardware. (Survey conducted by Alexandra Park Community Centre outreach staff.)

According to the United Way, smaller establishments such as these account for most new job creation (80% of new jobs created between 1980 - 1986 were in small firms). The demand for office workers with micro-computer skills will likely remain strong in this sector. The pay that can be expected, according to John Jacobs of the Yonge Street CEC, is $280 - $300 per week to start for these entry-level positions.

The Supply Side

In spite of the job opportunities in their area, a significant proportion of women living in the Alexandra Park community do not participate in the labour force. In 1981, only 45% of women 25 and over from Alexandra Park participated, compared with a metro Toronto-wide average for women of 58.6%. (Statistics Canada)

An important reason why so many women from this community remain homebound is that they lack the skills and experience to benefit from new opportunities in the local job market. Even through the Alexandra Park community (bounded by Spadina and Bathurst, Dundas and Queen Streets) is literally in the shadow of the high rise office buildings of the downtown Toronto core, the working women living here are heavily under-represented in clerical and other offfice occupations.

Only 28.2% of the women living in Alexandra Park who held jobs in 1981 worked in clerical positions, as compared with a rate of 41.5% for Metro Toronto women as a whole.

Those women from Alexandra Park who did work tended to be concentrated in the lower paying and often dead-end unskilled factory work and service sector jobs - with rates of participation

...

in these occupations double those of women across Metro in 1981. Consequently, their earnings in that year amounted to only 65% of the average wage of Toronto women. This is a factor in the much greater incidence of low income among families in Alexandra Park, with 46.9% of families below the Statistics Canada poverty line in 1981, as compared with 11.4% for all families in Metro. Particularly hard-hit are mother-led single parent families and members of visible minorities.

To make it attractive and worthwhile for women like those living in Alexandra Park to re-enter the labour force, there must be a real opportunity for them in high-demand occupations with career potential. The program in micro-computer and office skills training is designed to provide this opportunity. It can help them to make positive changes for themselves and their families through productive employment.

Continuing Employment Opportunities
As the new information processing technology transforms the workplace, graduates of the Alexandra Park programme will be able to adapt to new demands, as they will have acquired a base of fundamental skills. An important indication of the continuing employment prospects for graduates is to be found in the figures for employment placements from similar programs. For example, The Dixon Hall STEP training program for sole support mothers in micro-computer and office skills for disadvantaged youth reported a similar rate, 73%.

The second example is from a proposal for the Stratford STEP program — their Target Group Needs Assessment was featured previously. Note the mention of employment equity for disabled persons. The statistics could have been presented somewhat more effectively using a chart format. The issue of non-duplication of service is dealt with elsewhere in the proposal.

Choice of Skills Training
The decision to provide technical skills training on computers and in office/clerical functions was made in response to the special needs of the target group as well as changing labour market needs in Stratford and Perth County.

The case load analysis revealed approximately one quarter of the SED target population will have some form of disability. Care has been taken by the sub-committee on program design to ensure that the training program will not preclude the participation of disabled persons due to the nature of the work performed.

The needs assessment also indicated a large number of women who lack the education and/or necessary experience to re-enter the workforce after a prolonged absence. The SED individuals who participated in the questionnaire survey indicated a preference for clerical related work and 63% were interested in learning computer skills.

Other criteria used to determine suitability of the skills training were:
1. the skills must be transferable among the various sectors in

...

the local labour market

2. the training must prepare participants for jobs which will:
   2.1. continue to be in demand in the Perth County labour force
   2.2. show relatively low rates of turnover
   2.3. provide reasonable opportunity for advancement

The Employer Survey conducted in the fall of 1987 showed a strong trend toward computerization in all sectors of the Perth County labour market. Ninety-four percent of the employers were using computers in their operations and seventy-four percent had plans for continued growth in this area. Employers noted Computer Skills, Human Relation Skills, and Communications Skills respectively as the most important skills required for today's job applicants.

Fifty-seven percent of employers show an attrition rate for office/clerical positions of less than 10% yearly; seventeen percent show more than 10%; 20% were unsure of the rate; and 6% have a 0% attrition rate.(see Employer Survey-AppendixA)

III.E. 5. Checklist: Labour Market Needs Assessment

- ☐ 1. Your labour market needs assessment presents documented areas of skill shortages and, hence, jobs in your community.
- ☐ 2. The training activity matches the needs and interests of your target group.
- ☐ 3. Individuals interviewed have been considered for advisory committees, boards of directors, work placement hosts and employers for graduates.
- ☐ 4. A research plan has been developed, defining precisely your focus, method, and sample.
- 5. Generic and specific occupational skills have been considered.
- ☐ 6. Interviews with local employers have been conducted.
- ☐ 7. Your proposal:
  - relates your labour market needs assessment findings to the needs and interests of the target group
  - uses findings from the local labour market supported by general findings from the literature
  - includes a clear description of the occupational area
  - demonstrates that jobs are available in this area
  - demonstrates support for your project from local business, industry, and labour
  - demonstrates that you are not duplicating other projects
  - presents statistics in summary form
  - organizes the information so that it can flow into the goals and objectives
  - does not contain value judgments; findings are substantiated with evidence.

III.F. PROJECT GOAL AND OBJECTIVES

This section outlines content to be included in your project goal and objectives. This component takes the findings from your needs assessment and states how your project will respond to these needs. These general project goals and objectives lead into your Training Plan with its specific performance objectives.

III.F. 1. Purpose of the Project Goal and Objectives

A Project Goal is a **general statement of purpose**. It should define the **target group** and **general outcomes—achievements—expected because of the intervention of your program**. It does not describe your methods or procedures which are dealt with in your Training Plan. A goal is a general, abstract statement defining your intentions — it does not have to be specific, concrete, and measurable. These are the components of an **objective**. Your Project Goal should be clearly based on and connected to the results of your needs assessments. For example, a **Home Renovator's Project** co-sponsored by the Bain Apartments Housing Cooperative Inc. and George Brown College, Toronto, has as a project goal:

> To assist women, most of whom are social assistance recipients, and are residents of housing cooperatives, end their dependence on public assistance, through the development of marketable skills in the non-traditional field of housing renovation.

This section of your proposal also usually contains **Project Objectives. Each objective should state what is to be accomplished and when**, but, as with the Project Goal, not your specific training methods which are dealt with later, in your Training Plan.

III.F. 2. How to Prepare Project Goal and Objectives

After completing your needs assessments, your organization must weigh the pros and cons and ultimately make a decision on target group and training activity. It is advisable to consult with your funder before you make the final decision to make sure that your target group and training activity are acceptable. Your Project Goal is a simple, action-oriented statement reflecting this decision.

Your Project Objectives flow from your needs assessments, your organization's experience, your research into program content for your Training Plan, and your estimate of costs. This section can be drafted initially and then amended after you have completed your Training Plan and budget. It is advisable to consult with your funder at this stage as well.

You want to ensure a **good, obvious link between your goal and objectives and your previous need assessments**. One effective way to do this is to prepare a chart, listing Need and Program Response. The program responses can then be reworked into Program Objectives.

Project 25-44, based in Sudbury, used a chart format in their proposal to connect need with program response. Below is an excerpt:

Client Need	Program Response
1.To possess basic reading, writing, and numeracy skills	Literacy Skills
2.To possess basic skills required in the workplace (e.g. communication and problem solving skills)	Employment Support Skills

THERE ARE THREE KINDS OF PROJECT OBJECTIVES:

1. Numerical Objectives:

Placement Objectives: includes projected outcomes such as numbers of trainees to be enrolled and numbers to be placed; you must estimate the number of trainees you can accommodate, the number of drop-outs, and the number of successful placements. You will have to develop your budget in order to estimate the number of trainees. You can draft this section and then finalize it after your budget is complete. Consultations with other projects and your project officer will help you to be accurate.

Cost Objectives: includes projected costs, such as cost per trainee, cost per work week, cost per placement, according to funder's guidelines.

Below are several examples of Placement and Cost Proposal Objectives from the previously mentioned **STEP** proposal:

To accept 30 participants into the program
To assist at least 15 of the graduates to secure permanent employment or enter further training

The operating budget for the first year will be $ZZZZZ.
The costs of training are estimated as follows:

	With capital	Without capital
Cost per participant work week	$ZZZ	$ZZZ
Cost per participant	$ZZZ	$ZZZ
Cost per placement	$ZZZ	$ZZZ

[It is advisable to separate out capital and operating costs: many of the capital expenditures are one-time only costs; to include capital in all cost objectives raises your figures considerably]

2. Program Objectives:

These outline general skills to be acquired by participants and community education activities. The specific performance objectives for each general skill area are listed later in your Training Plan.

For example, a feasibility study sponsored by **Opportunity for Advancement** in Toronto examined setting up a project to train severely employment disadvantaged women in the skilled metal cutting trade. The study identified a need to change employers' negative attitudes towards hiring women as machinists. This need

became a Program Objective:

> "To develop a network of employers willing to hire women as machinists." (The project was ultimately implemented under the name of **West End Machining**.)

Funders say that sometimes the program objectives do not seem connected to the needs — needs are left without responses and responses do not relate to any previously identified need. This is an opportunity to make sure there is a connection between the two.

3. Employment Equity Plan Objectives:

This includes your objectives enabling you to recruit, train, and place groups such as women, native people, disabled persons, and visible minority individuals, giving numerical objectives where possible. If these groups already form part of your target group a separate employment equity plan will not be necessary.

Your employment equity plan can be developed from your needs assessment. You may wish to consult further with representatives of the target group and/or organizations who serve them when you develop these objectives. Two helpful organizations are the Ontario Women's Directorate for general employment equity plans and specific strategies relating to women, and the Handicapped Employment Program for employment equity relating to physically, emotionally, and intellectually disabled persons (see Appendix B. Networking and Umbrella Organizations).

When developing employment equity objectives, depending on your target group, resources, and other objectives, you can focus on four components: recruitment, selection, training, and placement.

1. **Recruitment:** numerical targets should be set as a measure against which to assess successful outcome. (Recruitment strategies and sources are listed in the Target Group Needs Assessment Section pages 42 to 44.)
2. **Selection:** criteria need to be developed to select trainees who may have special needs but can participate successfully in your program. Your objective can state a commitment to flexible selection criteria without spelling out methods.
3. **Training:** special activities may be required to meet the needs of your target group.
4. **Placement:** special initiatives may need to be taken to place graduates in jobs.

For example, the following commitment was made in the Toronto **Alexandra Park Residents' Association** proposal:

> All participants will be women, with an objective of providing 40% of spaces for visible minorities.

III.F. 3. Content for the Proposal

A combination of a short narrative with objectives listed one under the other is best. Decide on one format and then follow that

throughout: your objectives can be listed either in order of importance or chronologically. Don't bury your outcomes in extensive narrative. Each statement should be as short as possible: your Project Goal and Program Objectives must be easily readable.

1. Placement and Cost Objectives:

Funders have their own varying requirements here. Usually sponsoring organizations are asked to identify:

- numbers of trainees to be accepted annually or by funding cycle
- numbers of expected graduates
- numbers of expected successful placements, with a definition of success, for example, permanent employment or further training
- total projected costs, costs per participant, and cost per placement, with and without capital costs .

2. Program Objectives:

Funders are looking for:

- a match between the needs identified and the responses. all needs have been dealt with and all responses are based on need
- each response is logically connected to the need
- the goal and objectives are realistic: you have a manageable target group and your responses are achievable.

Below are the project objectives listed in the proposal by **West End Machining**. The objectives relate to trainees and to the community at large:

> 1. To make disadvantaged women competitive in the job market of skilled metal trades in order to obtain jobs earning over $x/hour.
> 2. To allow for optimal job market flexibility by increasing transferrable skills
> 3. To provide education in auxiliary areas such as mathematics upgrading and work skills required for employment in a non-traditional occupation
> 4. To develop trainees' advancement potential in the machining field
> 5. To develop a strong community network for recruitment of trainees
> 6. To develop a network of employers willing to hire women as machinists
> 7. To facilitate a wider support network for women working in the metal trades
> 8. To provide public education about issues related to women in the metal cutting industry and the training program itself

III.F. 4. Final Suggestions

D ©

- Match each need with a response.
- Keep each statement as short as possible.
- Have each response to the need fit the scope of the problem.
- Use a logical format for listing of objectives: either chronological order or in order of importance.

DON'T

- Confuse objectives with methods. Objectives are what will be done; methods are how this will be accomplished.
- Make the objectives difficult to understand by surrounding them with lengthy narrative.
- Include more objectives than are necessary.
- Promise more than can be reasonably accomplished.

III.F. 5. Checklist: Project Goal and Objectives

- ☐ 1. Your Project Goal contains a definition of the target group and a statement defining general outcomes.
- ☐ 2. Your Goal and Objectives connect to your findings from your Needs Assessments.
- ☐ 3. Your Project Objectives state what is to be accomplished and when.
- ☐ 4. More is not promised than can reasonably be accomplished.
- ☐ 5. Objectives are not confused with methods
- ☐ 6. Three kinds of Project Objectives are included:
  - Placement and Cost Objectives
  - Program Objectives
  - Employment Equity Plan Objectives.
- ☐ 7. Your proposal contains a combination of a short narrative with objectives in list form.
- ☐ 8. A logical format has been used for listing of objectives: either chronological order or in order of importance.

III.G.THE TRAINING PLAN

This section outlines the development and presentation of the key components in a Training Plan. These include definition of the training occupation,training prerequisites, the performance objectives, program schedule, the training methodology, organizational structure, and training facility. The development of the final component, Evaluation, is covered in the next section.

III.G. 1. Purpose of the Training Plan

The Training Plan presents the actual training objectives, methods, and organizational structure which flow from the Project Goal and Objectives. A typical Training Plan includes the following:

1. **The title and definition of the occupation(s) for which you are providing training.** If you are providing training in generic employment skills, these are defined instead.
2. **Training prerequisites.** These establish the minimum academic and/or skill levels required for applicants to your program. They serve as a guide for identifying eligible candidates for training and enable the preparation of performance objectives based on the entry academic and skill levels. These are discussed under Target Group Need Assessment, eligibility criteria, page45.
3. **Performance objectives.** These state which skills the successful learner will possess as a result of completion of your program.
4. **Program schedule.** A schedule is included to present the number of hours per topic and how the topics will be organized per week to cover all the material. The total program duration is also presented. The schedule takes into account the intake system, outlining how the different intake groups will be handled. If not explained elsewhere, also included here are projections of trainee participation, which includes estimates for intake, drop-outs, and placements.
5. **Training methodology.** Teaching/learning activities such as classroom lecture, small group discussion, or hands-on practical work are outlined.
6. **Organizational structure including Staff Team.** This section outlines the overall organizational structure including the board of directors, where relevant. It details the administrative and instructional staff necessary for the project. Depending on funders' requests, proposals usually contain the name, title and qualifications and/or experience of the person(s) who will provide the training and/or a job description outlining the tasks and required qualifications. Sometimes personnel policies are also included. The estimated trainer/trainee ratio is stated.
7. **Training facility.** This includes a description of your intended or actual training facility, including accessibility to public transit, accessibility for disabled people, and availability of childcare facilities, either on or off-site.
8. **Evaluation.** Your evaluation methodology is an important part of a Training Plan. Because this section is very extensive it is discussed separately under III.H. Evaluation, page 108.

Also sometimes included here is a discussion of your recruitment, intake, and assessment procedures. These were discussed previously under Target Group Needs Assessment, pages 42 - 48.

III.G. 2. How to Prepare a Training Plan

From your needs assessment you will already have information on hand regarding your target group and its training needs. This information must now be shaped into a plan of activities.

1. Job titles and definitions for your occupation(s).

Your best sources for definitions are the *Canadian Classification and Dictionary of Occupations*, published by Employment and Immigration Canada and training profiles from the Ministry of Skills Development. You may wish to narrow down your chosen occupation from the all-inclusive CCDO definitions. For example, below is part of the CCDO definition for Machine-Tool Set-up Operator:

> Sets up and operates variety of machine tools, such as lathes, millers, shapers, grinders and drill presses to machine metal into parts of products usually on a custom basis: Analyzes specifications, drawings and shape of workpiece....Lifts workpiece manually or with hoist....Verifies accuracy of workpiece position... Selects and sets feed rate, cutting speed,depth of cut and type of cutting tool...Starts machine..."

Also helpful are course descriptions in calendars from community colleges, boards of education, and other educational institutions, and interviews with employers.

2. Developing performance objectives

Performance objectives state who is to accomplish what, by when, and, where relevant, under what circumstances or to what standards. Performance objectives are developed from your assessment regarding what specific skills trainees will need to acquire in order to be employable or ready for further education/training.

To develop performance objectives, as well as training methods and a program schedule, it is important to have a basic understanding of the needs and characteristics of adult learners, as well as the needs of your specific target group. Below is a summary of some of the issues relating to adults as learners.

Adults as Learners

1. The characteristics and needs of adult learners

A great deal of information has been developed on the characteristics and needs of the adult learner. Effective programs and trainers base their program planning and curriculum development on these basic concepts as summarized below (adapted from *Adult Learning Principles and their Application to Program Planning*, Brundage and Mackeracher, 1980 and *The Modern Practice of Adult Education: Andragogy versus Pedagogy*, Malcolm Knowles, 1977).

a. While child learning is generally a process of **forming** (acquiring and integrating knowledge and skills), adult learning is a process of **transforming** (modifying, re-learning,updating, replacing) knowledge, skills, strategies, and values. That is, new learning is fit into the existing experience, knowledge, and

skills.[1]

b. Changes in social, work, or personal roles and circumstances are major motivations to acquire new knowledge and skills. For example, a person may experience a series of layoffs which can then encourage him/her to seek retraining to help obtain more secure employment.[2]

c. Adult learning needs are related to and affected by current life situations. A single mother may need time to make suitable childcare arrangements and learn about ways to accommodate work with parenting.[3]

d. Adults enter training with feelings about themselves — that is a certain self-concept and feelings of self-esteem. In particular they will have feelings about themselves as learners based on past experience. These feelings from the past can facilitate or be barriers to learning. Adult learning is facilitated when the self-concept of each learner is taken into account. For example, if trainees have experienced repeated failure in school as children, they will likely be anxious in any new learning situation. It will be important for the trainer and the curriculum to be sensitive and responsive to these feelings.[4]

e. Adults enter training with many previously learned skills. These can be both helpful resources for further learning and unavoidable potential hindrances. Old learning may temporarily block openness to new ideas and skills. For example, some adults have initial difficulty working with metric measures or accepting the usage of computerized machines replacing old technologies.[5]

f. Adult learning is facilitated when the learners can participate as active partners in the setting of objectives and activities. Adults do best when they are encouraged to be "self-directed", that is, when they can use their existing knowledge and skills to direct a course of study as opposed to being a consistently passive recipient of information delivered by the trainer. In employment training programs most performance objectives are set in a fairly fixed way based on the findings of the needs assessments. However, it is often possible to offer a range of options beyond the basic core objectives, some flexibility in the order that objectives are accomplished,[6] and allow flexibility for the time frame within which they are accomplished. For example, a trainee enrolled in an automated office skills program may not be interested in accounting; s/he may choose to skip that component and replace it with something else.

g. Since teachers of adults are also adults themselves, they share with the learners all the above characteristics. Teachers have their own set of life experiences, skills, self-concepts, and

1 Donald Brundage and Dorothy Mackeracher, *Adult Learning Principles and Their Application to Program Planning*, Toronto, Ministry of Education, 1980, 5

2 *Ibid.*, 97 - 98

3 *Ibid.*

4 *Ibid.*

5 *Ibid.*

6 *Ibid.*, 100 - 101

learning styles. They do best when they are aware of how these experiences affect, both positively and negatively, their teaching style. If a trainee has had very different life experiences from the trainers, or has a different learning style, it may be more difficult for that trainee to progress through the program if these differences are not taken into account. It will be important for the trainer to be sensitive to the needs of that particular trainee, trying to adapt the program and/or instructional techniques to his/her needs.

II. Different learning styles

(adapted from *Kina Waabge: The Circle of Learning*, Brooks, 1987 and *Instructor's Handbook: Working with Female Relational Learners in Technology and Trades Training*, Brooks, 1986).

Research has demonstrated that there are three major learning styles or ways people process information:

the mentally-centred learner: these learners use visuals — reading, viewing images — to stimulate learning; they focus on ideas and data rather than on people or action. Seeing the importance of what is to be learned is an important precursor to learning for this group. Once they value a subject to be learned, these learners, more than the other two groups, are content to work in a solitary manner. Communication is used to ask questions, probe issues, debate and discuss theories and ideas.[7]

the relationally-centred learner: these learners use auditory methods — hearing — and their verbal skills to intensify learning. They learn best when they can relate material to previous experiences. Feeling at ease, relaxed, and good about themselves is important for relational learners. They accommodate well to variety and diversity.[8]

the physically-centred learners: these learners learn best by doing, and when their learning is part of a whole context. Many of these learners say that if they can watch someone do something, they can do it themselves given enough time for practice and repetition. Verbal communication is not central to the learning process. Rather, having enough time to practice and complete tasks is essential for these learners. When instructors use words to introduce a lesson, it is helpful for these learners if the presentation is concise and concrete, with time allowed for immediate application. Because such learners are very thorough in their undertakings, they sometimes require more time to learn or complete a task than learners from the other groups. Such learners are most at ease in the learning environment when there is a strong sense of belonging to the group.[9]

While we all have aspects of each style in our repertoire, individuals appear to favour one style over the others. The origin of people's

7 Carol Brooks, *Kina Waabge: The Circle of Learning*, Ontario Ministry of Skills Development, Toronto, 1987

8 *Ibid.*

9 *Ibid.*

learning styles is unknown, but culture and gender appear to be factors. For example, it has been estimated that approximately 5% of North American adults are mentally-centred learners, 10-15% physically-centred, and 80-85% relational learners, whereas a majority of Japanese and Chinese learners appear to be physically centred.[10] A high proportion of North American women appear to be relational learners. Ironically, most learning activities in our culture are focussed on mentally-centred learning, placing the majority of other learners at a disadvantage.[11]

When planning a program it is best to build in flexibility, providing opportunities for trainees to learn from a variety of resources using visual, auditory, and physical approaches.

Once the program is in operation, trainers need not worry too much about categorizing everyone according to learning style. It is most important for trainers to try to be aware of their own learning style, and any incorrect assumptions they might make about the similarity of trainees' styles. If a trainee is having difficulty mastering a skill, it can be very helpful to have him/her try a different way of learning. For example, if a trainee is finding it difficult to understand material from a book (visual) he/she may be more a physical learner and do best by using a "hands-on" approach by trying out the skill.

For more information about learning styles in general and developing specific instructional techniques for relational learners in particular, trainers might like to read Dr. Brooks' *Instructor's Handbook*, cited previously. It can be purchased at the Ontario Government Bookstore in Toronto. Appendix F contains a copy of the "Learning Process Tool" from Brooks' Handbook. It was designed to help learners become aware of their own learning styles and barriers to learning. There are a number of other references cited in the Bibliography, Learning Styles and Instructional Techniques section, suggested by Quinta Consulting Group, London, Ontario, for which Brooks, along with others, serves as a consultant.

Implications of Gender, Age, Socialization, Culture, Work history, Disabilities

Whether the learners are women or men, how they have been socialized, their cultural background, and other characteristics such as disabilities that may be blocks to employment, need to be taken into account when developing training plans.

As mentioned above, culture and gender appear to influence learning style. Cultural differences may also have an impact on other issues related to curriculum development such as career planning and communication styles. For example, one project training women in non-traditional skills found that cultural backgrounds influenced whether a woman was more or less receptive to non-traditional work.

Relevant information regarding the special needs of your target

10 Carol Brooks, *Instructor's Handbook: Working with Female Relational Learners in Technology and Trades Training*, Ontario Ministry of Skills Development, 1986, 60
11 *Ibid.*

group will already be on hand from your needs assessment. It will also be helpful to consult with similar programs and to read relevant literature on the learning needs of special groups. It is especially important to take into account the entry skill level of participants as well as the fact that they may have low self-confidence in terms of learning. These needs suggest a program allowing for small steps in the learning process, giving ample time for trainees to assimilate and practise new material. In this way success can be maximized for every trainee.

Performance Objectives

Funders' most consistent criticisms of project's training plans are that the activities, as detailed in performance objectives, do not relate clearly to the trainees' needs, the project goal and program objectives. It is very important in developing your training plan to **connect performance objectives to your program objectives and make this connection very clear and explicit in your proposal**.

The first step is to **take program objectives, and develop curriculum subjects or modules for each**. "Mathematics Upgrading" or "Machine Shop Theory" are examples of modules. Ideas for modules can be suggested by looking at existing training projects and the Ministry of Skills Development Training Profiles.

Most training programs have a combination of technical training, classroom theory, life/work skills, and work placements. When designing a program it is important to be specific in your plan, **but keep in mind that you may well have to make changes as trainees move through the program**. Flexibility and responsiveness to trainees' needs are key elements in a good program planning process. A training plan will give you a base from which to begin.

Below are some common elements frequently found in training programs serving special-needs groups. These would form the basis of modules:

- technical training geared to the entry level of your target group with ample time allowed for catching up on skills such as familiarity with hand tools and technical terminology, overcoming fear of machines, dealing with math anxiety
- literacy and numeracy upgrading and other relevant academic upgrading such as knowledge of basic physics
- training in English as a Second Language/Second Dialect; English for a Specific Purpose
- developing good study habits; understanding one's own learning style
- learning communication skills with co-workers and employers
- dealing with sex-role stereotyping, sexual harassment, racism, or discrimination on the basis of disability
- information about workplace legislation such as the Employment Standards Act and the Ontario Human Rights Code
- information on the role of unions; how to participate in one's union
- information on health and safety legislation

- information on and practice in stress management
- exercise/weight lifting
- vocational exploration and job search skills
- individual counselling and referral
- work placements in business and industry.

Below are lists of program modules from a variety of community training projects:

Project 25-44, Sudbury (a program for severely employment disadvantaged men): *Core Program*: Employment Support Skills (communication skills, information about work habits, etc.), Job Search Skills, Labour Market Information, Vocational Planning; *Optional Program*: Literacy Skills, Vocational Assessment, Personal Counselling, Financial Support, Referral to Academic Upgrading, Skill Training, etc.

South East Asian Youth Employment Project, Toronto (a program to train employment counsellors): Assessment, Employment Counselling, Outreach to Clients, Outreach to Employers, Statistics and Record Keeping, Teaching Job Skills, Support and Follow-up Service to Clients, Familiarity with Government Programs and Community Liaison

West End Machining, Toronto (a women's non-traditional occupation program): Shop Theory, Shop Practical, Work Skills, Aerobics and Weight lifting, Personal Counselling and Referral, Work Placements

YWCA Working Skills for Women, Toronto: Upgrading to Grade 12 in Math, English, Physics, Basic Computer Literacy, Vocational Explorations, Life Skills

Below is an example of the flow between program objectives, modules, and performance objectives from **Wanepuhnud**, a Toronto native women's program:

> Program Objective
>
> To provide native women with specific competencies required to be office clerks
>
> Training modules for this objective are:
> Business Mathematics
> Business English
> Office Skills
>
> Two of the six performance objectives developed for the Office Skills component are:
> 1. To demonstrate facility with telephone and telecommunication services such as inter-com, paging systems and conference calls
> 2. To file and retrieve business documents using alphabetic, numeric, subject and geographic filing systems, and identify current filing management techniques

Performance objectives—exactly what the trainees will be learning—should:

- be realistic, achievable by your trainees; reflect their

characteristics, needs, interests

- be realistic in terms of the labour market; if your goal is to make trainees employable, objectives have to relate directly to the requirements of the chosen occupation
- have a combination of core objectives to be accomplished by all trainees and optional objectives for others
- have measurable outcomes; these objectives will form the basis for individual evaluation of trainees and for your program evaluation
- enable you to identify proficiency in one area before a trainee is ready to move on to the next skill
- outline intended accomplishments, not methods; the latter are described under Training Methodology.

Objectives need to be **precise and describe measurable behaviour**. To define what is to be accomplished, action verbs are used to describe trainees' behaviour such as to:

write	compare
demonstrate	identify
define	repair
solve	fasten
analyze	select
list	construct

Avoid vague, abstract verbs that will produce objectives that will not allow assessment of whether the objective has been accomplished. Abstract **processes** such as "understanding" or "conceptualizing" are an important part of learning, but, for the purpose of planning training programs, performance objectives focus on **performance**, that is, external behaviour. Abstract processes are, therefore, translated into observable behaviours such as "ability to deal with a difficult supervisor" or "ability to handle sexual harassment", both of which can be indicators of an abstraction such as self-confidence. Below are examples of abstract verbs to avoid as they will produce objectives that are not measurable:

know	perceive
understand	think about
be familiar with	

It is also advisable to avoid verbs that describe the **trainer's, as opposed to the trainee's, behaviour** such as "to teach". An objective such as "To teach how to write a proper business letter" is better put in terms of the trainees' outcomes: "To be able to write a proper business letter according to samples provided".

By specifying by what **time** an objective will be achieved you are again adding precision and measurability. Training objectives usually either refer to what will be learned by the end of the program or refer to what can be accomplished in a set period of time such as typing speed expressed as words per minute.

By specifying **conditions or standards**, you again give your objective precision. Statements such as "to manufacturer's specification" or "100% accuracy" specify these expectations.

Here is an example of a **poor** training objective because it is framed in terms of the trainer's behaviour and is too vague:

> "The objective of this program is to teach participants the basics of word processing"

What are the basics? By what time will they have accomplished the basics and how will you and they know this?

A better objective would be:

> "The trainee will, at the end of 132 hours of training time:
> -input from a variety of source information
> -use word-processing terminology
> -perform the following functions: centering, templating, formatting...[etc.]"

Performance objectives for training programs fall into four categories, depending on your program:

Academic Performance Objectives

This category includes performances that require knowledge of specific information such as skill in Mathematics or English. The following is an excerpt from the **Rexdale Community Microskills Development Centre** academic performance objectives for the English as a Second Language/English for Specific Purposes component:

> Writing conventions:
> At the end of the program, participants will be able to:
> -spell words required in microfilm production, data-entry work and job search
> -present written information which is legible and well-organized
> -recognize and discriminate among personal and company names

Generic or General Occupational Skills Performance Objectives

Some proposal writers and/or funders break down occupational skills into generic and specific categories. Others combine them into one occupational skills category. Generic or general occupational skills are those skills that provide a common base, from which trainees can learn further. Depending on the project, they include performance objectives for skills such as basic office procedures or the use of hand tools. These objectives include acquisition of knowledge and of motor skills such as manipulating objects, tools, supplies or equipment. An example is:"To type a letter at a minimum speed of 45 wpm, on a 5 minute test, with not more than 5 errors on new material of average difficulty requiring line-ending decisions."

On the following page is an excerpt from the **Alexandra Park Residents' Association** of Toronto Generic/General Occupational Skills performance objectives:

Business Communications
The trainee will:
-write basic business letters such as inquiry and reply, order and acknowledgement, request, acceptance, and refusal
-use the dictionary, telephone directory and thesaurus
-etc.

Occupational Skill Performance Objectives

These refer to specific occupational skills and cover acquisition of knowledge and development of motor skills. It is especially important when developing these objectives to bear in mind the entry levels of trainees, the duration of the program, and the skills required to make trainees employable. Here is an excerpt from the **Bain Apartments Housing Co-operative and George Brown College** proposal for a home renovator's project:

Plumbing:
The trainee will:
-describe and list the fundamentals and uses of copper and ABS pipe in plumbing
-demonstrate the appropriate techniques to successfully use copper and ABS pipe in shop project and on the work site
-demonstrate correct installation procedures for sink, toilet, and bathtub

Life/Work Skills Performance Objectives

This area covers responses to special needs such as increasing self-confidence, improving interpersonal skills, developing problem solving, career planning, and job-search skills. This curriculum area is very important in order to enable trainees to maximize their strengths. The performance often involves the demonstration of feelings, attitudes, or sensitivities toward other people or about oneself. Since feelings are not directly measurable, the performance objectives must relate to behaviours that demonstrate that a feeling or attitude is in fact present. This will allow you to measure whether your program is having the desired impact on trainees. An example from a life/work skills performance objective is:

"Demonstrates increased self-confidence by participating in class discussion or volunteering to do a task for the group"

Another example of a life/work skills objective is:

"The graduate will be able to: research the job market and prepare a résumé and a letter of application."

Below are some suggestions of possible outcomes for life/work skills training.

The trainee demonstrates:

- appropriate oral and written communication skills

- attendance and punctuality by industrial standards
- good problem solving behaviours
- appropriate and realistic goal setting
- good job search skills, including résumé writing, making cold calls, job interview skills.

The Canadian Jobs Strategy/ Job Entry funding guidelines list the following topics for suggested inclusion in the life/work skills component:

- interpersonal skills
- legislation and the workplace
- an orientation to the specific occupation including information regarding laws and regulations that pertain to that occupation; career possibilities, other types of jobs to which the skills involved in the occupation are transferable, advancement possibilities, wage rates
- adjustment skills including expectations of employers
- safety in the workplace
- understanding the behaviour and dress codes necessary in each workplace
- learning skills
- problem-solving skills: approaching various workplace problems methodically and effectively
- knowledge of one's interests and abilities and relating these to labour market requirements.

When developing life/work skills performance objectives it is important to leave room for individual differences and to keep in mind the actual requirements of the workplace. People can demonstrate different behaviours relating to the same feelings. As well, it is really only the behaviours that hurt the trainee's chances of employment or further training that are your concern. For example, people can show changes in feelings of self-confidence in different ways: some trainees may be able to demonstrate only limited participation in class discussion but show a great deal of self-confidence when tackling motor tasks.

There are a number of helpful resources available to enable the development of performance objectives:

- CCDO code job definitions
- funders' application guidelines
- staff at community colleges, boards of education, community learning centres, and other training projects
- employers with training experience
- Ministry of Skills Development, Training Material Unit training profiles, Apprenticeship Training Standards booklets, and DACUM (Developing a Curriculum) charts. Below is an excerpt from the Auto Body Repairer Training Unit found in an Apprenticeship Training Standards booklet:

USE AND MAINTAIN HAND/POWER TOOLS AND EQUIPMENT[12]

General Performance Objective
Identify, select, use and maintain hand tools, power tools and equipment following manufacturers' instructions to perform vehicle repairs effectively and safely.

SKILLS	SPECIFIC PERFORMANCE OBJECTIVES
3.1	Identify, select and use hand tools correctly and safely to perform vehicle repairs
3.2	Identify, select, maintain and use power tools correctly and safely to perform vehicle repairs.
3.4	Set, up, operate and maintain paint spraying equipment to ensure correct, safe and efficient operation. [etc.]

3. Developing a Program Schedule

Program modules must be organized into a schedule, with hours and an order assigned for each one. The total length of the program is then arrived at by totalling hours for each module. You will likely have to draft a program schedule, and then amend it according to your staffing plan which, in turn, relates to your budget. Here, too, it is helpful to consult with other projects. When organizing a schedule it is important to consider:

- length of time needed to cover performance objectives taking into account trainees' entry levels and special needs
- flow of program to offer variety, change of pace
- staffing requirements
- intake system, especially if you have staged or continuous intake with trainees at different level within the program.

Here you can also include your projections for trainee participation, taking into account intake, drop-outs, and successful graduates if not dealt with under your target group section.

Below is an example of an hourly breakdown from the **Immigrant Women's Job Placement Centre** in Toronto for their Computer Aided Design and Drafting Course for Immigrant Women:

PROGRAM PROFILE

SUBJECT	HOURS
Design Drafting Introduction to Canadian Standards	200
Computer-aided design & Drafting	300
English for a Specific Purpose	100
Life/Work Skills	80

...

12 Ministry of Skills Development, Auto Body Repairer Branch 2, *Apprenticeship Training Standards*, January 1988, 5

One-to-one tutorial work	100	
Supervised field placements	300	
	1,080	hours

4. Training Methods

Here, too, interviews with other trainers can help expand your repertoire of training methods. The Ontario Ministry of Skills Development has published a very helpful manual on training methods entitled *Adult Learning Strategies: An Instructor's Toolkit by Ontario Adult Educators*[13] available from the Ontario Government Bookstore in Toronto.

Training activities can be theoretical or practical or a combination of both. Common training methods include:

- lectures and demonstrations
- involving trainees in goal-setting and feedback of their own performance
- use of self-directed learning materials, including self-check tests
- viewing of audiovisual aids
- videotaping trainees' role-plays to practise communication skills
- group discussions
- use of trainees as "lead hands" — senior trainees can be appointed as lower-level trainers, helping new trainees
- hands-on learning and practice
- presentations by experts, especially if good role models
- tours through business and industry
- temporary work placements in industry
- incorporation into the program of shop committees and health and safety committees to elicit trainee input in the program and to provide practice in participating in common business and industrial organizations

Work Placements

Temporary work placements in business and industry are a very common, useful feature of training programs. Such placements allow a trainee to practice skills in an actual employment setting, with an opportunity for receiving feedback and learning new skills. Sometimes such placements also lead to permanent jobs. Work placements usually have the following components:

1. Trainees are matched with a placement according to skill level and career interests.
2. Employers are selected who have some commitment to training: they must be willing to have a member of their staff spend some time with the trainee each working day; as well they must be willing to work with the trainee if problems arise.

13 Susan Booth and Carol Brooks, editors, *Adult Learining Strategies: An Instructors Toolkit by Ontario Adult Educators*, Ministry of Skills Development, Toronto, 1988

3. Often there is a written agreement between the project, the employer, and the trainee, outlining expectations and responsibilities of all concerned.
4. Employers are usually required to complete a feedback form evaluating the trainee's performance; trainees also evaluate the work placement.
5. Staff keep in contact with the trainee, usually on a weekly basis and are available for help if the need arises; sometimes trainees need moral support or actual technical advice; if significant problems arise, staff can meet with the employer and trainee to work out solutions.
6. Work placements last anywhere from two weeks to several months. With longer placements trainees sometimes return to the project one or two days per week for life/work skills or further technical training.

It is advisable to secure, while developing your proposal, a number of commitments from employers for work placements. Possible employers include the private sector, social service agencies, community colleges, unions, other training projects, government. Work placement employers can be located through your advisory committee, board of directors, trade magazines, trade directories such as Scott's or Fraser's, business and industrial associations, Community Industrial Training Committees, and by reviewing contacts made during your needs assessments.

5. Organizational Structure including Staff Team

The organizational structure section usually contains a job description, with a listing of duties, qualifications, and salary required for each position. When developing an organizational structure for the project it is important to keep in mind the following:

1. Where there is a board of directors, the staffs' relationship with this board must be clarified; one person is usually responsible for reporting to the board. Staff members may be voting members of the board.

2. Your staff team must be cost-effective. Funders usually have an ideal trainer:trainee ratio in mind. Typical ratios are between 1:5 and 1:8. Some funders ask that non-training staff be included in these ratios. For this reason projects may choose to have certain positions such as bookkeeper designated as consultants rather than salaried staff. These positions can then be excluded in the ratio estimates.

3. Each program activity — training and administration — must be connected to a staff function. Below is a list of activities that are sometimes overlooked:

- recruitment/intake
- individual counselling
- locating employers for temporary work placements and permanent jobs
- evaluation/follow-up
- bookkeeping
- fundraising

- public relations
- serving the board of directors
- communicating with funders, proposal development.

4. Your staff team must be well-rounded to meet the needs of your trainees. It is important to hire trainers who not only possess technical skills but also excellent communication skills and empathy with the target group. Similarly, it is important to hire administrative staff with an understanding of the target group and also with good management skills; staff can also serve as role models, with staff members hired who share characteristics with the target group;for example, a visible minority person or disabled person would be excellent staff for projects serving these groups. Attempt to hire bilingual staff if trainees are likely to speak languages other than English.

5. The concept of a project team may be important to you, with time set aside for staff meetings to engage in problem-solving and information sharing. Some funders will only cover instructional hours which does not allow for paid meeting time: it is important to clarify this with the funder.

6. Staffing with a staged or continuous intake system can be difficult. Usually there is not enough money to provide staff consistently for trainees at various levels. To provide coverage for all trainees projects often find the following helpful:

- self-teaching books and computerized learning systems
- volunteer tutors
- pairing up junior and senior trainees
- sending senior trainees on work placements in order to free up staff for training of junior trainees.

6. Training Facilities

It is important to closely examining your training needs to ensure that your training space is adequate and that you have budgeted accordingly. If the program is to be incorporated into an existing facility, it is very important to set aside adequate space for the program.

Trainees and staff will require some or all of the following:

- classrooms
- shops for technical equipment with adequate lighting and wiring
- washrooms
- changing rooms
- lockers
- lunchroom
- staff offices
- storage area.

III.G. 3. Content for the Proposal

As with your other proposal sections, be sure to follow the funder's application guidelines when completing this section. Your goal here

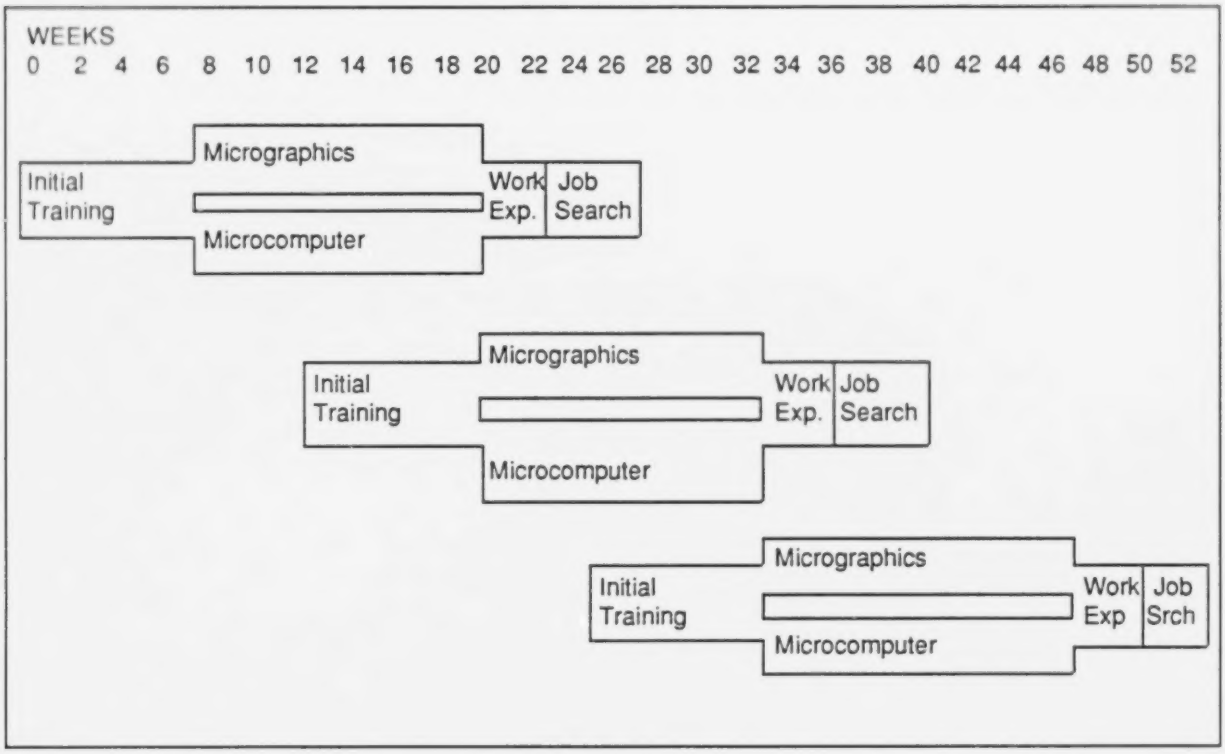
is to **clearly state your training activities, demonstrating how your training plan will meet the needs you have previously identified**. Funders want to be able to read this section and easily understand your training activities. They state that frequently proposals don't outline the activities with sufficient clarity so that after reading this section the readers are unable to decipher what exactly the trainees will be doing while in your program.

The **performance objectives** section is best handled in point form, following the same order used for the Program Objectives, either in order of importance of contribution to the program or chronological order according to the program plan. Your background reading and research on the needs of adult learners and the special needs of your target group can be used to explain your choice of program components. It is not advisable, however, to have a lengthy narrative presenting this background information.

Sometimes funders may not give the same emphasis to **life/work skills** as is your preference. Funders will look for the connection between your life/work skills and their function in helping graduates become employable. They may be less likely to be interested in funding training in life skills focussing on basic mental health issues which you have not clearly linked to employment. Depending on the funders' terminology, it may be helpful to use a term such as "work skills" to differentiate them from more general life skills. Some funders do place a priority on life skills as they relate to employment. Their guidelines can be very helpful for developing this part of your training plan.

Charts, with an accompanying narrative, are an excellent way to present information in an easy-to-read format. Sections need to be clearly identified, with not too much information included in any one chart.

Here is an effective chart from the **Rexdale Community Microskills Development Centre** illustrating how three intake groups are handled:



Below is an example from **Project 25-44** where a module, project objective, and performance objectives are clearly presented:

Literacy Skills

Program Objective #5	For program participants to develop employment support skills and systems as needed for their future.
Specific Objective #1:	For participants to possess reading and writing skills sufficient to be able (a) to participate adequately in the Basic Program, (b) to effectively carry out a job search, and (c) to function comfortably in employment, community and business settings.
Specific Objective #2:	For participants to communicate effectively with co-learners/ workers, instructors/employers, and service providers.
Specific Objective #3:	For participants to possess numeracy skills sufficient to meet requirements for basic math knowledge in employment settings.

3. Examples of the functions participants should be able to perform upon leaving the component are:

a. **To write** well enough to fill in application forms, record their own work histories, write brief letters, and to take notes on instructions or information;

b. **To read and understand** classified newspaper ads, employers' personnel policies, paycheque deduction forms, written safety procedures, written first aid instructions, written equipment instructions, road maps, bus schedules, medical prescription labels, food service menus, rental agreements, utility bills, and income tax forms;

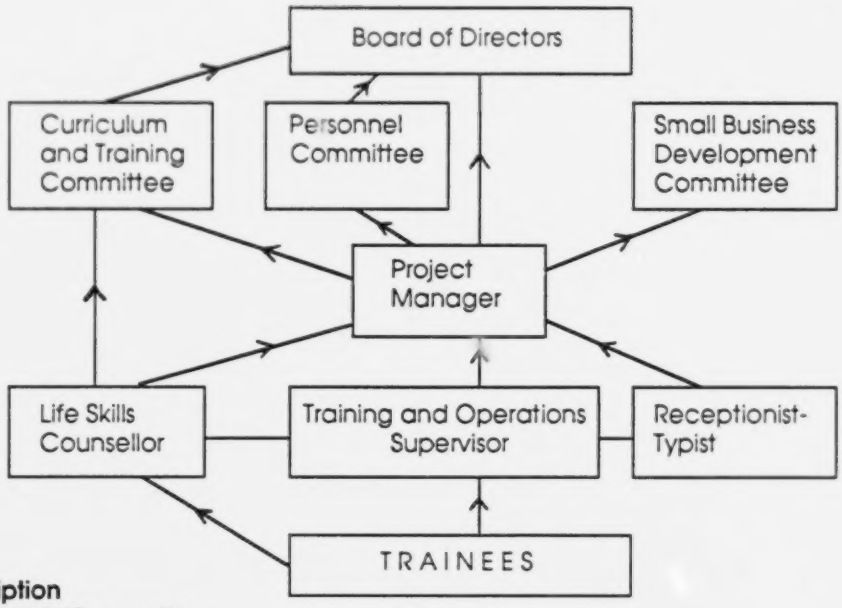
c. **To calculate** accurate money transactions (including making change), monthly income from hourly wage figures, time on a 24-hour clock, wage package comparisons, and simple interest charges;

d. **To effectively communicate** verbally and non-verbally in person and on the telephone with an employer, an authority figure, a co-worker, and a service provider (such as doctor, school official, alcohol counsellor).

For your **organizational structure** section, it is important to outline clearly how each staff position fits into the organization: if you can explain your staff team adequately, you are more likely to have your funder's support for the positions. Job descriptions need to demonstrate that all duties have been covered and that you have an appreciation of the kind of qualifications required for the position. Below is an example from the organizational structure section, including a sample job description, from the **MicroCHIP** proposal:

ORGANIZATIONAL STRUCTURE — MICROCHIP

REPORTING RELATIONSHIPS
BOARD, COMMITTEES, STAFF AND TRAINEES



Job Description
Lifeskills Coach/Counsellor

Reports to Project Manager.

General Accountability:
The Lifeskills Coach/Counsellor is responsible for the development and operation of the life and job skills program, work placement program and general counselling needs of the youth. The staff person will work with the Curriculum Committee of the Board to ensure that regular program evaluation is conducted to maintain a high-quality program.

Qualifications:
- Graduate degree in Social Work or equivalent
- Completion of a life skills training program and/or experience in conducting a life skills program for disadvantaged youth
- Related business experience an asset.

Responsibilities:
- Development, maintenance and evaluation of a life skills training program as part of a work setting
- Recruitment and assessment of trainees.
- Securing and developing work placement settings for youth completing the program
- On-site counselling, follow-up of graduate trainees and appropriate referrals
- Work with the staff to create a realistic workplace setting where the youth learn to cope with the stresses associated with employment
- Work closely with the Operations and Training Supervisor in assessment of program and participants.

Below is a Training Plan incorporating the various components discussed above. It has been adapted from the Toronto **Flemingdon Neighbourhood Services** proposal. This was a successfully funded proposal, in spite of the absence of a section on methodology. (The program's methodology was based on an existing program, STEP at Dixon Hall in Toronto — this is discussed elsewhere in the proposal.) This is an example where location, rather than a new concept helped secure funding, as the proposal was able to substantiate that the area was underserviced for this kind of training program.

E. THE TRAINING PLAN

E1. OBJECTIVES

a) To increase the employability of re-entry women with low level skills and experience training in specific job skills (microcomputer and office skills).

b) To increase competency in generic skills such as English/ESL/ESD, mathematics, and computer literacy, with special focus on the needs of immigrant women.

c) To orient each woman to the working world and the outlook for the future through on-the-job training, to actively assist each trainee to find employment through career and job-placement counselling.

d) To increase the self-confidence of each woman through a practical program of skills-training in a non-threatening community environment, sensitive to the special learning needs of immigrant women.

e) To upgrade the skills of some individuals to a point where higher level training courses in the educational system could be entered.

E2. PARTICIPANT ENROLLMENT

Twenty-eight participants in two groups of fourteen will start training in February.

E3. PARTICIPANT CRITERIA

All participants will be women seeking to re-enter the workforce. They will have been primarily unemployed during the past three years. Successful applicants will demonstrate appropriate day care arrangements and good personal health.

E4. DURATION OF ON-SITE AND OFF-SITE TRAINING

Intake will be staggered so that one group will start the program two weeks earlier than the other.

E5. PERFORMANCE OBJECTIVES

The trainee will:

- identify her particular skills and aptitudes and the most appropriate job or career path
- be able to respond effectively, in a job-interview situation
- be able to contribute as a member of an office team
- be able to adjust her skills to meet the changing demands of the work place.

E6. FORMAT FOR TRAINING CONTENT

TRAINING PROFILE

1.	Orientation and Assessment	20 hours
2.	Life/Work Skills	35
3.	Core Skills	
	• Individualized Tutorial (Core/Occupational)	50
	• Learning and Problem-solving skills	15
	• Math upgrading	25

4.	General/Generic Occupational Skills		
	• Office Procedures and Machines		30
	• Business Communications		167
5.	Specific Occupational Skills		
	• Keyboarding Skills		156
	• Word-processing		132
	• Business Applications on a Microcomputer		48
	• Introductory Computerized Accounting		50
6.	Job Search		42
		(22 weeks)	770 hours
7.	Work Placement	(18 weeks)	630 hours

E7. WORK PLACEMENTS

The work placement employers are assured that they will have input in the selection of participants for their particular location. We also share curriculum with them, and invite their general skills suggestions as well as aim to adjust the individualized training for the particular placement and site. Employers are to participate not only in the evaluation of the participant, but in that of the program.

E8. TRAINING TEAM

Name, Qualifications, Confirmation of Participation

Flemingdon Neighbourhood Services will hire the (4) members of the training team including the Co-ordinator, two instructors, and a Counsellor/English as a Second Language tutor. Members of the OTEP Advisory Committee will be involved in this process including the George Brown College Foundation and the City of North York Board of Education. The staff will be required to have adult teaching experience, microcomputer expertise, sensitivity to the needs of immigrant women, and a desire to work in an innovative community setting.

Ratio of Participants to Trainers

A minimum of four trainers will be responsible for the 24 trainees, a 1 to 7 ratio, who will be divided into two separate teams or shifts, of 14 students each. Team A will receive instruction during the first 2 1/2 days of the week followed by work placements for the remaining 2 1/2 days of the week. Team B will follow the same schedule, only in reverse. A single instructor will be responsible for no more than 14 students in a class at any one time.

Certification

Since the program is co-sponsored by the George Brown College Foundation, certificates will be awarded to graduates upon successful completion of the 40 week program. The certificates will be issued in the name of the Board of Governors of George Brown College, under the following designation: Microcomputer Operator/Secretary. The college is accountable for the academic soundness of the program and the curriculum will be approved accordingly.

Description of the Training Location

(The proposal describes in detail access to public transit, classroom, office and washroom space, availability of local childcare facilities and access to counselling, medical, and legal services.)

Flemingdon Neighbourhood Services
WEEKLY SCHEDULE

DATE:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8 AM	FACILITY OPEN FOR PARTICIPANT USE					
9 AM	Life and Workskills	Office Procedures	Problem Solving Math	Business Communications	Business Communications	FACILITY OPEN FOR PARTICIPANT USE
10 AM	Keyboard	Keyboard	Introduction to Accounting			
11 AM			Word Processing	Individual Tutorial	Problem Solving Math	
12 AM	Lunch	Lunch	Lunch	Lunch	Lunch	
1 PM	Business Applications	Business Communications	Life and Workskills	Keyboard	Business Applications	
2 PM	Business Communications		Keyboard		Introduction to Accounting	
3 PM		Word Processing		Word Processing	Word Processing	
4 PM	Individual Tutorial		Office Procedures			CLOSED
5 PM	FACILITY OPEN FOR PARTICIPANT USE				CLOSED	
6 PM						

The training facility would be used by two groups of trainees. On Monday, Tuesday, and Wednesday, team A would use the facility while team B is on work placements. This reverses on Wednesday afternoon when team B is in the facility while team A goes on work placements. It is our intention to provide participants with access to the facility before and after hours in order to encourage self improvement.

III.G. 4. Final Suggestions

DO

- Ensure that your objectives flow clearly from your needs assessment and objectives.
- Adapt your training plan to meet the needs of your target group; never assume that existing modules and performance objectives will suit your trainees.
- Separate your outcomes, what will be achieved, from methods, how the program will be taught.
- Describe your activities clearly, using charts and tables along with narrative.
- Be realistic in your program duration — long enough to cover the material but compact enough to satisfy funder's requirements regarding numbers of trainees to be enrolled in a given training cycle.

DON'T

- Bury your performance objectives in a mass of narrative.
- Forget to take into account drop-outs when estimating graduates.
- Include more objectives than absolutely necessary.

III.G. 5. Checklist: Training Plan

Your Training Plan includes:

- ☐ 1. The title and definition of the occupation for which you are providing training.
- ☐ 2. Training prerequisites (if not discussed elsewhere).
- ☐ 3. Performance objectives.
- ☐ 4. Program schedule.
- ☐ 5. Training methodology.
- ☐ 6. Organizational structure including staff team.
- ☐ 7. Description of the training facility.

The Training Plan:

- ☐ 1. Flows clearly and directly from the Project Goal and Objectives.
- ☐ 2. Responds to the needs of the target group and the labour market.
- ☐ 3. Is presented using brief narratives and easy-to-read charts and tables.

III.H. THE EVALUATION PLAN

This section outlines the purpose and methodology of evaluation — a system of collecting information about the program's strengths and weaknesses. Evaluation suggests program improvements and offers feedback opportunities.

III.H. 1. Purpose of an Evaluation Plan

Evaluation is the **systematic collection and analysis of information about program characteristics, activities, and effects.** Evaluation of a program is necessary in order to discover which components of the program are effective and which need improving. It is also required to assess and give feedback to individual trainees.

Sometimes project staff see evaluation as a negative component, implying only criticism of program activities and their work. Evaluation, however, can be very constructive, helping staff in the development of a program and enabling feedback to trainees. While your proposal can serve as a plan of action, once trainees enter you will want to examine how the plan is working. As well, if you intend to seek funding renewal, funders will require evaluation data to back up your claims of success.

Evaluation should be built into the program's operations and conducted throughout the program, not just at the end of a program cycle. It needs to be integrated into the program's functioning so that trainers can be responsive to trainees' needs and improvements can be made throughout the various components.

For example, evaluation can answer the following questions:

1. What is the demand for your program?
2. What are your most frequent referral sources?
3. What are trainees 'entry level characteristics? Are you enrolling trainees from your projected target group?
4. How many contacts are required to recruit for a given program cycle?
5. Which kinds of trainees do best in your program?
6. Which performance objectives are being met and which ones are not? What factors contribute to success and failure?
7. Are trainees being well-prepared for the labour market from their own perspective and the viewpoint of employers?
8. What is the drop-out rate? placement rate?
9. What are an individual trainee's strengths and weaknesses?

III.H. 2. How to Prepare an Evaluation Plan

A valuable resource that was consulted for the preparation of this Manual is the previously mentioned *Evaluation Manual for Community-Based Training Programs*, produced by George Brown College and available at the Ontario Government Bookstore.

The extent of the actual methodology to be worked out at this stage depends on the time available, resources, expertise available to your proposal-development team, and the expectations of your funder. If you are able to develop an evaluation plan at the proposal stage, it is more likely that you will capture all the information you need as soon as operations begin. Often in the busy time of setting up a program, designing and implementing an evaluation plan is left until it is too late to collect vital information.

While some of your actual evaluation instruments may be prepared

when the project is operational, funders like to see as much precision as possible in the proposal (any survey questionnaires that are developed can be included in an appendix). It will not be enough to say something like: "Evaluation will be accomplished by weekly staff feedback discussions and collection of comprehensive records." This statement is too vague — it does not state what information will be collected and mentions only two general methods and samples.

Ideally you will want to include in your proposal-development team someone knowledgeable about evaluation — a staff person, volunteer, community college or board of education evaluation expert, or outside consultant. Once the program is operational, it will be advisable to organize an evaluation team composed of key participants in program administration and delivery.

Collaboration is important — all major training partners should have input in the evaluation plan: board, staff, trainees and the cosponsoring agency if one is involved. Funders should be informed of the evaluation plan and consulted about information they require. They need only see the results of the evaluation that are relevant to them.

It is important to strike a balance between what information will be most helpful to the program and what you can realistically accomplish. Some projects begin with a modest evaluation plan, covering the essentials, and build from there. One program, once operational, hired the services of an evaluation consultant on a part-time basis, on the average of a day a week for several years, in order to put an evaluation system in place.

In preparing your evaluation plan, there are four important factors to keep in mind:

- evaluation should be client-centred; in this case the focus is on the trainees and graduates
- evaluation must respect confidentiality
- a climate that welcomes feedback will be important, so that staff and trainees are encouraged to respond honestly to an evaluation
- sound research methodologies need to be used to produce accurate information that is believable and useful.

1. Focus: What Information will be Collected

There are two frameworks for organizing the collection of information: **project objectives** and **program features.** Many projects use a mix of the two.

Project objectives include:

- placement and cost objectives
- program objectives and their related performance objectives
- employment equity plan objectives

A **program features evaluation** refers back to aspects of your program not captured in your objectives; it includes evaluating features such as:

- trainee recruitment and selection

- course content and materials (academic, technical, and life/work skills): what do trainees and staff find effective and ineffective?
- instructional techniques (academic, technical, and life/work skills): what was effective and ineffective?
- work placements
- vocational/personal counseling
- job placement services
- access to support services
- trainee completion of program (drop-out rates)
- program administration (especially the financial management)
- overall program evaluation.

2. Method: How the information will be collected

Common evaluation techniques are listed below. Each technique has advantages and disadvantages: it is best to use a number of different techniques to ensure accuracy. See the section on Target Group Training Need Assessment, pages 50 to 51 for more information on development of survey instruments.

- **questionnaires:** useful for student evaluations, employer assessments, follow-up surveys of graduates. Can be used to collect pre- and post-training information. However, people with little formal education or familiarity with English may find it difficult to express themselves well on questionnaires
- **interviews:** useful with trainees who may have difficulty responding to questionnaires; also a good way to explore complex issues, for example follow-up interviews with graduates
- **staff observations:** mostly used at individual participant level to evaluate performance in technical tasks and work habits
- **administering of tests:** used to assess academic and technical skills, eligibility for the program, and readiness for placement; have to be used carefully to avoid discouraging trainees, many of whom will experience test anxiety; relevance of tests developed for other programs cannot be taken for granted
- **analyzing program records/documents:** used for establishing placement rates, costs, and to demonstrate need, interest; e.g. keeping track of all program enquiries, summarizing demographics of potential participants
- **keeping of logs:** useful for anecdotal records, diaries
- **staff discussion and trainee discussion:** good source of ideas for future planning, problem-solving.

These methods will involve analyzing numerical data as well as analyzing information presented in words. In both cases it will be important to examine both positive and negative responses. Program improvement will come from knowing what is going well *and* from knowing what needs to be changed.

Numerical data can indicate, for example:

- higher than expected drop-out rates
- achievement of the projected placement rate

- uneven performance on tests — some topics appear to be more difficult than others
- wage rates of graduates which are higher or lower than expected.

Data expressed in **words** can indicate, for example:

- workplace environment: "I liked the positive reinforcement I received from my supervisor."
- program administration: "There should be clearer statement of goals and expectations at beginning of program."
- curriculum: "I suggest offering chemistry and biology in addition to or as alternatives to physics."
- instruction: "I suggest individual or group learning depending upon individual learning style."

When analyzing numerical and narrative (words) data, responses must be arranged according to topic (administration, curriculum, etc.) and frequency of mention. Responses must then be:

- summarized
- interpreted for their implications for the program
- communicated to colleagues, and/or trainees and to those to whom the program is accountable.

Otherwise, evaluation may not be not taken seriously and used to improve the program. In addition, funders will often want to see that you have a plan for implementing the recommendations which emerge from the evaluation.

3. Sample: Who or what are your sources of Information

The sample section on Target Group Training Needs Assessment, page 52 to 54, has information which is also relevant here. For evaluations it is likely that you will use the following:

1. **Selected Samples**

- **typical case samples:** people who are most representative of the program; because of the relatively small numbers of trainees, work placement sites, employers, etc., in most programs, all trainees and employers are usually involved in evaluations
- **critical case samples:** people who are known to have some features that make them extremely important or unusual; for example, critical case samples might be trainees who have been targeted in your employment equity plan; such people might warrant a special, in-depth evaluation: an employer who has hired a disabled person might be interviewed in detail regarding the employee's and employer's satisfaction and be included in a longer follow-up period

2. **Random Samples:** often follow-up evaluations are done on a random sample of graduates because resources do not generally allow for locating everyone; for example, one year after graduates have found employment, every third one may be contacted to collect information regarding present employment and feedback on the program.

Below is an excerpt from the Evaluation Section of the **CNIB** proposal. Here the emphasis is on evaluating program features and achievement of performance objectives. This section lays out very clearly the focus of the evaluation and the sample, and discusses in general terms methods to be used:

> As an innovative, pilot project, the training program will be evaluated carefully to determine if it is a model which can be applied elsewhere.
>
> Both formative (ongoing) and summative (at the end) evaluation measures will be incorporated into the overall design. Each trainee will be assessed by the CNIB at the start of the training period and her/his progress will be monitored at regular intervals during and after completion of the training. The evaluation task involves:
>
> The design and implementation of an appropriate evaluation system, both internal and external (post-training employment experience) using "before and after" methods. In addition to quantitative evaluation measures, we foresee the use of qualitative methods such as case studies and selected oral histories.
>
> The following factors will be monitored:
>
> a) The number of applicants and trainees enrolled.
> b) The completion rate.
> c) The academic and technical success of trainees through performance-based assessments.
> d) The trainee's background - sex, age, language, employment status, degree of physical handicap, etc.
> e) The effect of the course on the trainee's employment or education status following completion (3 month and 12 month interval).
> f) Employer satisfaction with a graduate's performance on the job.
> g) Trainee evaluations of the program's content, instruction methods, and instructor's.
> h) The compatibility of the training equipment with trainee needs.
>
> A comprehensive interim report at the mid-way mark (week 20) and a final report shortly after the program's completion, will be produced and sent to all parties concerned.

III.H. 3. Content for the Proposal

Your proposal should contain an outline of your focus — what information you will collect — how you will collect it, and your sample — from whom you will be collecting the information. As mentioned previously, the degree of detail regarding your evaluation plan depends on your resources and funder's expectations. Try to be realistic: if you promise an extensive evaluation you must be prepared to deliver.

Again, a combination of narrative and point form is best. Many proposals use charts effectively for this component combining the focus, method, and sample.

Below is an example of a complete evaluation plan prepared by **ASAP WORDPRO** of Toronto:

THE FOUR LEVELS OF EVALUATION			
	EVALUATION OBJECTIVE	**METHODOLOGY/ACTIVITY**	**FREQUENCY**
1.	**REACTION EVALUATION**		
	to obtain trainee's personal reactions to the program items and/or concerns	**Assessment Form** Discussion of group responses	Weekly
		Learning Diary Trainees are encouraged to make daily entries especially at the end of each major activity (e.g. office visits)	After every major activity
		Recollection/discussion of diary notes	Every 2 weeks
	WORK PLACEMENT	**Assessment Form** Discussion of trainee's reactions to on-site assignment: the job duties, supervision, amount of training given, etc.	Monthly
2.	**LEARNING EVALUATION**		
	to assess whether trainee is learning the desired skill, attitude or knowledge	a. pre- and post-test	Before and after session
		b. skills test	Throughout
		c. output evaluation	During training
		d. observation by trainers	During training
3.	**EVALUATION OF WORK PLACEMENTS JOB BEHAVIOR**		
	to determine whether the newly acquired attitude, knowledge or skill is being used on the job	a. Questionnaire given to supervisor	Monthly
		b. Observations by training staff	Monthly
		c. Interview of trainees	Monthly
		d. Evaluation of trainees' physical outputs	When available
4.	**IMPACT/RESULT EVALUATION**		
	to determine the program's impact on the trainee	a. Interview/questionnaire (for trainees)	1 Month after training
		b. Interview/questionnaire (for supervisor)	1 Month after training

III.H. 4. Final Suggestions

DO

- Be as precise as possible.
- Cover numerical outcomes and effectiveness of training activities.
- Include any test instruments or questionnaires in your appendix.
- Strike a balance between what you will require for program improvement and what information the funder requires.

DON'T

- Promise more than you can deliver.
- Try to evade the issue by stating generalities.
- Forget to respect confidentiality; trainees are unlikely to give honest responses if they feel any negative feedback will be held against them.

III.H. 5. Checklist: The Evaluation Plan

- ☐ 1. Evaluation will be integrated into the program to give feedback to trainees and allow for improvements throughout the project.
- ☐ 2. As much as possible of the evaluation plan has been developed so that it will be in place as soon as the program begins.
- ☐ 3. The plan is realistic about what can be accomplished; sufficient resources have been built into the budget to cover evaluation costs.
- ☐ 4. Your evaluation plan:
  - is trainee-centred
  - respects confidentiality
  - will be situated in a climate that welcomes feedback
  - is based on sound research methodologies so that the information is believable and useful.
- ☐ 5. Your evaluation plan uses as a framework project objectives and program features, or a combination of both.
- ☐ 6. Information will be gathered about numbers and processes.
- ☐ 7. Evaluation techniques include a combination of questionnaires, interviews, staff observations, tests, analysis of records, keeping of logs, and discussions.
- ☐ 8. The sample includes trainees, staff, and employers.
- ☐ 9. Once the information is collected, responses will have to be summarized, interpreted, and communicated to relevant staff and those to whom the program is accountable.
- ☐ 10. The proposal contains as much detail and precision as possible, using a combination of narrative, point form, and charts.

III.I. THE IMPLEMENTATION PLAN

This section outlines the purpose of the implementation plan — a list of tasks and deadlines involved in the setting up of the project.

III.I. 1. Purpose of the Implementation Plan

The Implementation Plan is a **list of tasks to be done in the setting up of your project and the deadlines for completion.** A complete implementation plan will ensure that all activities are done in an orderly fashion. As well, an implementation plan is a necessary first step for budget preparation if some expenses depend on the timing of the activity. For example, staff are often phased in, with salaries and benefits not required for a full twelve months. Tasks included in the implementation plan would be, for example, hiring of staff, development of curriculum, recruitment of trainees, and purchase of supplies and equipment.

III.I. 2. How to Prepare the Implementation Plan

You will need to clarify with your funder how much **notice you will be given before start-up** and **when they expect you to be fully operational.** This is sometimes difficult since your funder may prefer you to start as soon as possible and projects often like more time for planning, hiring, purchase of supplies, and recruitment. However, a realistic implementation plan must take into account the funder's expectations.

Whatever can be accomplished ahead of time, during the proposal phase and while you are waiting for a funding decision, will ease the stress of the first few months of the operational period. During the proposal phase the proposal-development team will have likely prepared some or all of the following:

- recruitment, intake and assessment methods and tools
- extensive performance objectives
- components for curriculum including a program schedule
- an organizational structure, job descriptions, personnel policies
- an evaluation plan.

Once the proposal has been submitted, if it looks as if it will be approved, there may be some other activities that can be done while waiting for official approval, as discussed in the section Steps in the Proposal-Development Process, page 19. In summary, it will be important not to:

- alienate the funders and the community by acting as if funding has been received without official approval: all activities must be described as conditional upon funding
- spend any money without official notification.

Preliminary activities can include:

- promotion of your project, stating clearly that you are awaiting approval
- conditional enrollment of trainees
- the beginning of a search for staff and a training facility.

Once the project has been approved, both sponsoring organizations and funders usually want trainees to be enrolled as soon as possible in order to make the most efficient use of the funds and maximize placement rates. Sometimes, however, funders require trainees to be enrolled almost immediately, before most staff can be hired or

curriculum developed. As well, sometimes the funder's first cheque is slow in arriving, even after official notification is received. Projects can clarify with the project officer when the funds will be sent. If there will be a delay, sponsoring organizations or community colleges with whom the project is affiliated may be able to advance funds. A bank may issue of line of credit, but investigate the charges. Also, trainees can be involved, for a brief period of time, in activities such as tours of community facilities which don't require intense staff involvement.

Preparing an implementation plan is basically a process of listing all major activities that will need to take place to have the project begin operations and continue through one funding cycle. So that important tasks are not missed, all members of the proposal-development team should be consulted, as well as the project officer and staff from other projects.

The focus is on the **main items** that will require accomplishment in order for your project to be fully operational. At this point it is important to do an estimate on time required for the accomplishment of the major tasks, taking into account all the sub-tasks. Only the major tasks are listed in the proposal. All the sub-tasks can be detailed once the project is operational. Major tasks and factors to consider include:

Major Tasks	Factors to Consider
locate training facility	contact realtor; visit various premises, select site; lawyer reviews contract; premises finalized
hire project staff	job descriptions and salaries finalized; jobs advertised; time must be allowed for interviewing and checking of references
select and purchase/lease equipment and supplies	best done by the staff who will be using the items; must leave time for suppliers to ship items
staff oriented	
finalize intake, assessment procedures	
trainees recruited	public relations material prepared, referral agencies contacted
curriculum and evaluation materials finalized	
	...

initial trainees enrolled	recruits interviewed, assessed; ineligible ones referred elsewhere
training begins	
evaluation plan implemented	key evaluation activities may be included; if your implementation plan is very lengthy, evaluation can be detailed in a separate timetable in the evaluation section
first group of trainees are placed	
subsequent recruitment, assessment, intakes, and placements are listed	
preparation of next year's proposal	ask project officer when proposal for next year's funding will be required

Other items sometimes included in the implementation plan are:

- holding of an opening ceremony
- publication dates for newsletters
- intakes and graduations for several years.

III.I. 3. Content for the Proposal

Funders will examine your implementation plan for the following:

- is it complete?
- are the times allotted realistic?
- does the phasing-in of activities match your budget?

It should be easy to read, showing clearly the sequence of events. It is best presented as a chart, listing tasks and times when tasks will be accomplished. You can design your implementation plan for three or one month intervals. Projects often prefer to use actual dates but these may be incorrect by the time your funding is approved (a frequent occurrence), in which case all your dates will have to be changed.

Several formats are suggested on the following page:

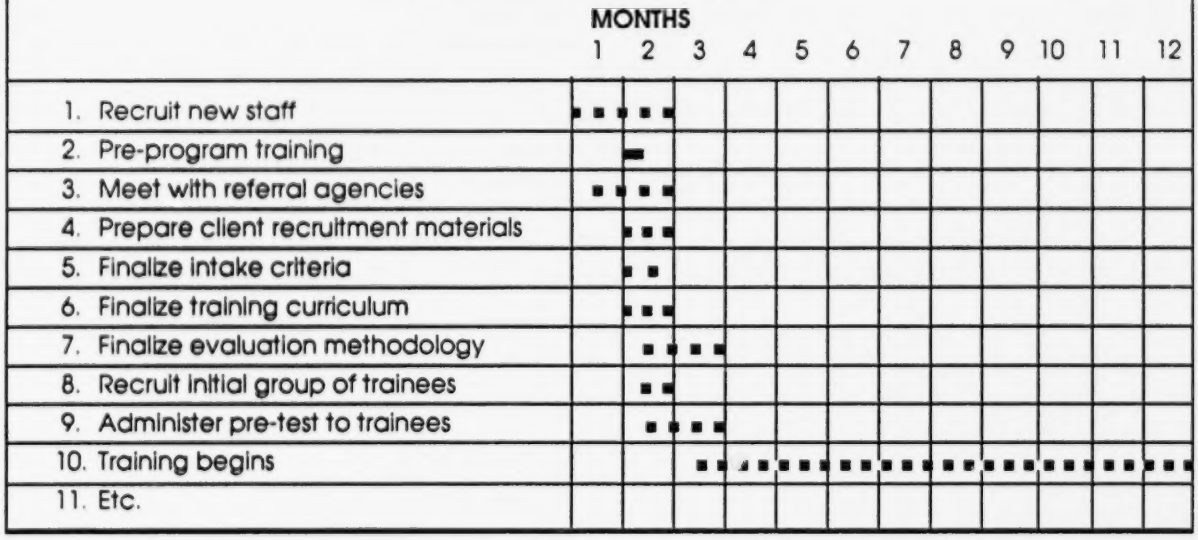
1. A list of dates with tasks in simple table format:
2. A bar chart can also be used.

Below is an example adapted from the **West of Windsor** proposal, using this format:

PROJECT SCHEDULE OF EVENTS

Month 1	
Week 1	Receive Approval for Project
1	Contact realtor for premises
2	Advertise for Project Core Staff
Month 2	
Week 1	Finalize premises
1	Install Project telephone
2	Begin interviews
4	Make final hiring decisions
4	Core staff begin orientation (etc.)

IMPLEMENTATION PLAN [1]


MONTHS
1 2 3 4 5 6 7 8 9 10 11 12
1. Recruit new staff
2. Pre-program training
3. Meet with referral agencies
4. Prepare client recruitment materials
5. Finalize intake criteria
6. Finalize training curriculum
7. Finalize evaluation methodology
8. Recruit initial group of trainees
9. Administer pre-test to trainees
10. Training begins
11. Etc.

1 Adapted from Norton Kirtz, *Program Planning & Proposal Writing* expanded version, The Grantsmanship Centre, 1980, 27

III.I. 4. Final Suggestions

DO

- Take into account the project's and funder's requirements.
- Present the information in a list or chart format.
- Present only the major tasks, but take into account the sub-tasks when estimating deadlines.

DON'T

- Be unrealistic with deadlines; research activities with which you are unfamiliar.

III.I. 5. Checklist: The Implementation Plan

☐ 1. All major activities are listed covering:
- acquisition of training facilities
- hiring of staff
- recruitment and enrollment of trainees
- acquisition of equipment and supplies
- development of curriculum and evaluation materials
- implementation of evaluation plan (optional for inclusion here)
- placement of graduates
- other activities unique to your organization.

☐ 2. Times have been estimated for completion of each activity.

III.J. BUDGET

This section outlines how to estimate program costs and presents typical budget formats.

III.J. 1. Purpose of the Budget

A budget is an estimate of program costs. The request to any particular funder will be this **total cost, broken down by categories, less revenue from any other sources.**

III.J. 2. How to Prepare the Budget

There are a number of ways of organizing the budget -- it is best to follow the funder's guidelines. The usual formats are:

A. 1) **Personnel costs**, including salaries, benefits, and fee-for-service consulting fees;
   2) **Non-personnel or other costs** including expenses such as space rental, purchase or rental of equipment, supplies, travel, telephone, insurance, professional development

or

B. 1) **Capital costs**, covering purchase of equipment;
   2) **Operating costs** covering (i) **personnel costs** and (ii) **non-personnel or other costs** as outlined above.

Specific categories within which to organize expenditures are listed on pages 122 to 124.

When preparing your budget, the following principles need to be kept in mind:

1. Your budget should be as accurate as possible and based on sound research and reasoning.
2. All expenses need to relate to project activities: there are no expenditures that are unrelated to the project and all activities are accounted for.
3. Expenses need to be broken down by category, following the funder's application guidelines. Some funders will offer a degree of latitude in how funds are ultimately spent in each category: if you have underestimated in one category you can use funds from another. Other funders do not permit this kind of spending without their permission to revise the budget. If the latter approach is the case, try to keep categories general, such as one category of "supplies" rather than two of "office supplies" and "training supplies", since if you underbudget in office supplies you may not be able to borrow from training supplies. Usually funds committed to salaries and benefits cannot be used for other items.
4. Expenses can be explained in a budget notes section which accompanies your actual listing of expenses
5. Within each category the expenses should be complete; if you forget to cost in, for example, photocopying, you will not be able to go back to the funder to request additional funds.
6. Dollar amounts should be neither too low to cover costs adequately or so high as to appear unrealistic. It is impossible to project costs absolutely accurately for all expenditures, but if you estimate too low you may run out of funds. It is therefore better to add a little bit extra without excessively padding the budget. **The rule is do not scrimp but do not pad excessively.** Most funders find it unacceptable to have a separate

"contingency" or "miscellaneous" section; instead, **build in a contingency or a small cushion** in each specific item. For example, when pricing equipment, ask suppliers to estimate the cost when the purchase will be made taking into account inflation. If hiring staff within a workplace where there are salary steps, salaries are best estimated at the top of the range; in this way, if you wish to replace a staff person from within the organization, you are able to hire someone who is entitled to the top salary.

Since budgets are often cut by funders it is important to leave some room for negotiations. To prepare for the possibility of your funder requesting significant budget cuts, it is sometimes helpful to prepare a private fall-back budget that covers the bare essentials but is still workable. When preparing this kind of a budget it is important not to cutback unrealistically on staff time — your program will suffer later. It is better to cut back on activities and then budget for the required staff. If you have a fall-back budget you will know the project's absolute minimum to be able to function. If you are asked to cut beyond this limit you then have the following options:

1. Decide whether to go ahead or not: agencies sometimes end up providing less-than-adequate training because of budget restraints.
2. Look to other funding sources to pick up the parts of the budget not covered by the original funder.
3. Consider lobbying the funder for sufficient funding by meeting with the project officer's supervisor, moving up the bureaucracy to the ministerial level if necessary; meeting with your elected officials; organizing community support.

When approving money for a project, funders are providing funds for a specific set of activities as outlined in your proposal; they will have their own monitoring system. For federal funding an advance is provided and then all subsequent funds are sent on the basis of actual expenditures. If you find you do not spend your projected amount of money you are not automatically sent that amount. It is important to check with the funder regarding what happens to funds that are not spent by the end of the funding cycle. Sometimes these funds can be carried over into the next program year, sometimes not.

Below are the key steps in preparing a budget. The process should not be hurried; it should be done as thoroughly and systematically as possible. Budgets are usually very closely scrutinized by funders. Here you must demonstrate your experience with finance and ability to manage the project.

Preparing a Budget

1. List all project activities with their expense to the project. For example: Math Upgrading Component: 1/2 teacher's salary, pro-rated benefits, textbooks, paper, pens, pencils, etc.
2. Divide the budget into categories according to funder's guidelines or use the categories described above.

3. List each item from project activities in one of the budget categories as listed on page 122 to 124 or as indicated by the funder. For example, the math upgrading teacher's salary would be listed either under salaries, with benefits, or as a fee-for-service item; the supplies listed under training supplies.
4. Add any additional items that are general to the project such as insurance, janitorial services, or rent.
5. Research the costs for each item, consulting with the people listed below.
6. Keep all calculations for your budget notes which explain how you arrived at your figures and serve as back-up information in case your budget must be further defended and/or cut.
7. Prepare your budget according to funder's guidelines, giving summaries, cash flows, and breakdowns as requested.
8. Most funders want to see a listing of total program costs with all sources of revenue subtracted, leaving the portion which is forming the basis of your request to them. For example, an English as a Second Language teacher provided at no cost by a board of education can be listed as an expense with the amount then deducted under revenue. Sometimes it is also helpful to list expected donations and estimate dollar amounts for donated services and objects; be very conservative in these estimates; it is only advisable to list these if they are of significant proportions.
9. Double-check your addition.
10. Examine your total and other indicators of cost requested by the funder such as cost per placement; add or cut as necessary until you arrive at a budget that suits your project's needs and yet will be acceptable, at least as a beginning bargaining position, to the funder.

Sources of information about costs:

1. Ask all members of your proposal-development team to contribute items in order not to miss expenditures.
2. Consult with your project officer regarding his/her expectations.
3. Interview staff from other projects regarding program costs and what you might expect to receive from the funder.
4. Consider consulting with an accountant if your project is very complex and your proposal-development team is unfamiliar with budgets.

COMMON BUDGET ITEMS

Below is a list of common budget items with factors to consider for each. **The items indicated by a star are those that are usually very closely scrutinized by funders:**

☆1. Capital expenditures:

Not all funders permit purchase of equipment. If not permitted, equipment must be acquired through a rental or lease-to-purchase agreement or by affiliating with another training body with equipment such as a community college; if equipment is to be purchased three estimates are often required for large items. If given the choice, investigate whether it is cheaper to

lease or to buy equipment. One funder described how a project had budgeted to lease a telephone answering machine when actually it was cheaper to buy one outright.

2. Personnel expenditures

☆ **Salaries** — this, combined with benefits, is usually the single most costly category, since training is very labour-intensive. The salary and benefits categories can run between 40 and 80 percent of your total budget. Project officers can provide you with their expectations regarding the percentage of salary and benefit costs in relation to the total budget. Salaries should be as competitive as possible. At present, federally funded projects must have salaries approved by Employment and Immigration District Economists to confirm that they are within prevailing wage rates. When **estimating instructional hours, put in ample time to cover all the support and teaching time that novices require — new projects often underestimate here.** As mentioned previously, try to budget for the highest step if potentially hiring from within. If the training project is to be incorporated into an existing organization whose staff will be involved with the project, you can usually cost out a portion of their salaries, as long as this is explained in budget notes. However, funders are unwilling to cover staff salaries for work that is supposedly paid for by existing funding.

☆ **Benefits** — includes compulsory Canada Pension and Unemployment Insurance deductions, 4% vacation pay, plus extra benefits such as extended health care, dental coverage, life insurance, short- and long-term disability. Is usually estimated as a percentage of salaries, between 9% - 12%. Sponsor's should attempt to offer benefits that are competitive with other employers.

Workers' compensation — a compulsory cost for most employers. The Workers' Compensation Board will assess your project. Check whether trainees are covered by your Workers' Compensation coverage when they are on work placements.

☆ **Fee-for-service personnel** — covers all resource people that are required for a specific purpose as opposed to core staff. Can include trainers for special events; accountants where an audit is required; lawyers to review contracts; bookkeepers if you decide to hire this on a fee-for service basis — if this is done, funders will want to be assured that someone is responsible for financial management of the project; janitorial services.

3. Non-personnel or Other Costs

Advertising — covers costs of recruiting staff and trainees in newspapers

Bank charges

College affiliation fees where required

Delivery/freight charges

Enhancement funds — covers additional expenses to accommodate particular training needs such as training aids,

building modifications, and additional training required for disabled persons.

☆ **Equipment** — covers any equipment that must be leased rather than purchased; remember that novices can wear out equipment quickly.

Income support for trainees — usually based on a formula provided by the funder.

Insurance — fire, theft, and liability insurance usually required

Laundry for uniforms.

Membership dues — covers membership in professional or networking organizations.

☆ **Professional development** to enable staff to attend conferences and workshops.

Space — covers rent, utilities, property taxes which landlords usually pass on to renters. Projects situated in existing agencies can usually charge for a portion of these overhead costs that apply directly to the project.

Supplies — covers consumable supplies for

☆ training — texts, paper, pens, disks, consumable machine tools, etc. When estimating costs of training supplies remember that novices can wear out tools quickly

☆ cleaning supplies unless these costs are covered by a janitorial service

☆ office — stationery, pens, disks, postage, markers, paper clips, etc.

Sometimes these items must be listed in separate categories. This category often also covers supplies for

☆ public relations — you may need brochures and flyers with artwork and printing costs

☆ other photocopying and printing.

Telephone

☆ **Travel costs** — covers travel for recruitment, public relations

Uniforms — covers items such as coveralls, hard hats, safety boots where required.

III.J. 3. Content for the Proposal

The budget section usually contains the following:

- a **budget summary** written after the budget has been completed
- a **breakdown by expenditure categories**
- a **monthly cash flow,** or other breakdowns of expenses as requested by the funder
- **budget notes,** explaining how the figures were calculated; for example, telephone costs might total $3,080.00. The budget notes would detail this cost as follows:

Telephone:	
Installation @ $200.00	$ 200.00
4 telephones @ $ 60.00 per month x 12 months	2880.00
	$3080.00

A budget note explaining why staff salaries are higher than the previous year might state the following:

1) Staff salaries are 20% higher because :
a) The Board of Directors in March of 1988 approved a new organizational structure which eliminated the position of office manager. A new position for an Executive Assistant was created. This new position is approximately $3,000 higher, increasing the yearly budget accordingly.
b) a 5.0% cost-of-living increase was granted, starting from January 1, 1987, as well as merit increases of approximately $800.00 each for the 3 senior staff members (3 individuals).
c) the increased contribution from the Board of Education toward 2 of our employees' salaries, thus decreasing the total salary cost by $4,055.

The budget should be organized according to the funder's guidelines. For example, one funder covers certain costs under a "development" category for "development of training plans, identification of work-sites, recruitment/assessment of participants" rather than allowing sponsor's to earmark a staff person's salary to perform this function.

Sometimes you are required to list future funding ideas. If so, it is best to only list those that you know you will be able to complete. One project included an extensive future funding strategy in a proposal, but when they were not able to accomplish most of the activities lost credibility with the funder.

On the following page is a budget prepared by **Dixon Hall,** Toronto, for their **Computers in the Community** program. Note how they have prorated Dixon Hall administrative costs; the category "Other" under this heading was detailed in budget notes.

COMPUTERS IN THE COMMUNITY
OPERATING BUDGET 1988 - 1989

PERSONNEL		
Salaries	$95,993.28	
Benefits	10,719.22	
Staff Travel	150.00	
Staff Development	437.50	
		107,300.00
OFFICE EXPENSES		
Xerox XPC Microcomputers	6,927.00	
IBM PC Lease to purchase	1,263.30	
Memorywriter Maintenance	834.60	
Photocopying	989.10	
Office Supplies	2,000.00	
Postage	250.00	
		12,264.00
PROGRAM COSTS		
Recruitment	500.00	
Promotion	1,000.00	
Honoraria	250.00	
Texts & Software	2,000.00	
		3,750.00
DIXON HALL ADMINISTRATION		
Administrative Proration	13,593.00	
Building Occupancy	5,315.00	
Other	2,500.00	
		21,408.00
GEORGE BROWN COLLEGE FOUNDATION ADMINISTRATIVE FEE		
Student Liability Insurance	1,000.00	
Affiliation	500.00	
publicity	500.00	
Financial Administration (8.6 hr/mo x 12 x $50/hr)	5,160.00	
Certification	8,706.50	
		15,866.50
TOTAL		$160,588.50

III.J. 4. Final Suggestions

DO

- Prepare your budget slowly and systematically; it is very time-consuming estimating all the costs for each and every item required for training — everything from photocopier paper to computers, but, if you forget something and under-budget, your program will suffer.
- Take advice from other similar projects.
- Take into account inflation when estimating costs.

DON'T

- Scrimp on staffing and staff salaries.
- Forget to check and double-check that you have covered all categories and that your addition is correct; when your proposal is read by an outside reader they may catch items omitted or underbudgeted.

III.J. 5. Checklist: Budget

☐ 1. The funder has been asked about:
- rules regarding "borrowing" from other categories
- what happens to unspent funds
- guidelines for percentage maximums and minimums for each category
- general expectation for total project cost.

☐ 2. The budget follows funder's guidelines, including:
- a summary
- a breakdown by expenditure categories
- other breakdowns such as monthly cash flows as may be required
- budget notes.

☐ 3. Key principles have been followed:
- all project activities are covered
- it is neither too skimpy nor excessively padded
- addition has been double-checked.

III.K. PROPOSAL SUMMARY

This section covers the function and content of the proposal summary. This summary captures the essence of the proposal for those evaluators within the funder's system who are not able to read the full document. It can also be used to inform interested others about your project.

III.K. 1. Purpose of the Proposal Summary

The proposal summary is written after you have completed your proposal, but usually appears at the beginning of the document. It is often called "Executive Summary" by funders. It should clearly and concisely summarize your request.

The proposal summary is important because:[1]

- it is probably the first section read by the funders, and may shape their views about the rest of the proposal
- it may be all that is ever read by some of your funder's evaluators
- it helps the readers grasp the intent of the project; the framework provided in the summary will then help them better understand the proposal
- funder's usually require it
- it forms the basis for the covering letter
- it can be sent to community supporters, politicians, and interested others, to inform them of the final shape of your project

III.K. 2. How to Prepare the Proposal Summary

An effective summary is brief and concise. It must clearly explain the project so that if nothing else is read, a reviewer will fully understand it. As with the proposal itself, it should contain objective statements rather than emotional arguments based on any implicit worth assumed by the sponsor. Summaries are usually several paragraphs to five pages in length, depending on the proposal itself. It is helpful to the reader if key points are highlighted.

To prepare the project summary, extract the important points from each section of the proposal. It is sometimes difficult to approach the task of writing the proposal summary with enthusiasm, after spending possibly laborious months writing the proposal itself. If there is someone on the proposal-development team with effective writing skills and has not had the major responsibility for writing, it may be helpful to have her or him draft this section. Regardless of who does the summary, it is important to have someone new to the project read it to see if it makes sense and convinces the reader of the worth of the project.

III.K. 3. Content for the Proposal

A complete proposal summary includes:

- the name of the project's sponsoring organization
- a brief summary of the organization's experience, substantiating its capability to manage the project
- the reason for the request; a summary of the needs assessments
- a listing of the project goal and objectives
- a brief summary of the training plan, emphasizing training activities and the organizational structure
- a brief summary of the evaluation plan
- an outline of the total cost of the project, less any funds from

1 Kiritz, 5

other projects, and the amount requested from this funder.

Below is an example of a concise yet interesting proposal summary from the **New Experience for Refugee Women** proposal submitted by the Working Skills Centre in Toronto. Only a description of the evaluation plan has been omitted:

> The Working Skills Centre of Ontario (W.S.C.) is proposing to operate and test a program for Latin American refugee women. The project, called New Experience for Refugee Women (N.E.W.) will promote the social, cultural and economic integration of refugee women into Canadian society.
>
> We will be working with 36 women in 3 groups who will participate in the project for 22 weeks each. During this time, the women will receive 12 weeks of orientation and information classes (mornings) and 12 weeks of intensive English as a Second Language Instruction (afternoons). For the final 10 weeks the women will receive employment counselling, job search assistance and on-the-job training.
>
> We have developed this plan out of our experience with N.E.W. in its first year (1983 - 1984). We plan to transform this primarily employment centred project into a model program that is more comprehensive and concerns itself with all the many and varied needs of refugee women.
>
> We are requesting $12,800 from the Laidlaw Foundation to cover the operational costs of the program.

III.K. 4. Final Suggestions

DO

- Put the summary at the beginning of the proposal unless the funder's guidelines suggest otherwise.
- Allow sufficient time to write it properly as it may be the only part of your proposal that is read by some of the funder's reviewers.

DON'T

- Put in so much information that the reviewer is not interested in reading your actual proposal.
- Use the summary for emotional arguments in favour of your project as opposed to focussing on the objective basics.

III.K. 5. Checklist: Proposal Summary

- ☐ 1. It is brief, clear, and interesting.
- ☐ 2. It includes:
  - the name of the sponsoring organization
  - a section on the organization's credibility
  - a summary of the needs assessment, the objectives, the training activities, and the evaluation plan.
  - the total cost, less funds to be obtained elsewhere, and the amount requested of this funder.

IV. STYLE AND FORMAT OF A PROPOSAL

This section details effective style and format for proposals in order to create a favourable impression and ensure readability.

While reliable research and well-thought-out objectives and activities are the basis of a good proposal, the writing **style** — choice of vocabulary, tone — and the **format** — how the document looks — of a proposal are important for creating a good impression and rendering your plan-of-action comprehensible to an outsider.

IV.A. WRITING STYLE

There are a number of expectations and cautions from funders regarding proposal-writing style:

DO

- Write concisely, clearly, and factually, using simple language; edit out jargon, unrelated tangents, emotional rhetoric.
- Define all technical phrases and acronyms.
- Use the funders' key words wherever possible: e.g.,program goals "to promote the social,economic and legal status of Ontario's women", "leadership provided by volunteers","enhancing economic security and self-reliance".
- Be positive and confident about your ideas.
- Use objective reasoning and factual documentation wherever possible.
- Substantiate your statements by providing evidence of research, while not overwhelming with tables and statistics.
- Use a combination of narrative and point form. The narrative can be used for explanations and introductions and point form for summaries of findings, listing of objectives and evaluation methods.

DON'T

- Try to convince by using unsupported assumptions such as statements beginning with "we believe that" without supplying evidence.
- Forget to have an outsider read your draft for clarity of thought and inconsistencies.

IV.B. FORMAT

When designing the look of your proposal your aim is to make a positive impression without distracting from your content or appearing too extravagant. Below are some tips for format:

DO

- Read all forms and guidelines carefully. Follow instructions exactly, using the funder's categories in the organization of your proposal.
- Break up the copy: use white space, headings, boldface and underlining, and paragraphing to make the text readable.
- Provide a table of contents.
- Use the table format for presenting statistics.
- Include supporting documents — anything not explicitly asked for by the funder — in an appendix. If you put them in the body of the text they will distract from your main points. Include copies of brochures, letters of support, press clippings, public relations material.

- Use dividers, with tabs if possible, to help the reader locate individual sections.
- Provide a cover printed on heavier paper carrying your project's title, the name of the sponsoring organization, the funder to whom the request is submitted, and the date of submission.
- Provide the funder with an original and as many copies as they require.
- Ask the funder whether they prefer a binding that can be easily dismantled for further photocopying.
- Do keep, for your files, a complete copy with covering letter and all appendices.

DON'T

- Use elaborate bindings: they can give an impression of extravagance. Look at the bindings from other project's proposals to get a sense of the expected level of expense
- Forget a covering letter (see **III. B. The Covering Letter**, page 28).
- Overlook typographical errors.
- Forget to number your pages.

IV.C. Checklist: Style and Format

Style:

- ☐ 1. Your proposal is written concisely and clearly, without jargon.
- ☐ 2. All technical phrases and acronyms are defined.
- ☐ 3. The funder's key words are used wherever possible.
- ☐ 4. You have presented your ideas positively and with confidence.
- ☐ 5. All statements are substantiated.
- ☐ 6. You have used a combination of narrative and point form.
- ☐ 7. You have used objective reasoning and factual documentation.
- ☐ 8. An outsider has reviewed a draft for clarity and inconsistencies.

Format:

- ☐ 1. The funder's format has been followed.
- ☐ 2. The proposal contains a table of contents.
- ☐ 3. The pages are numbered.
- ☐ 4. Typographical errors have been checked.
- ☐ 5. You have used white space, headings, and bold face to break up the copy.
- ☐ 6. Appendices are used for supporting documentation.
- ☐ 7. Dividers are used for individual sections.
- ☐ 8. The funder has been provided with the original and as many copies as required.
- ☐ 9. The bindings are simple and easy to dismantle if your funder must do additional photocopying.
- ☐ 10. You have kept a complete copy for your files.
- ☐ 11. You have included a covering letter.

V. APPENDICES

A. INFORMATION ABOUT FUNDERS
B. NETWORKING AND UMBRELLA ORGANIZATIONS
C. SAMPLE LETTER OF SUPPORT
D. EXCERPT FROM FOURTH ANNUAL LABOUR MARKET AND TRAINING NEEDS ASSESSMENT
E. LABOUR MARKET SURVEY QUESTIONNAIRE
F. LEARNING PROCESS TOOL FOR STUDENTS
G. BIBLIOGRAPHY

V. APPENDICES

V.A. 1. INFORMATION ABOUT FUNDERS [1]

Below is a listing of funders in the area of training and sources of information regarding funding bodies and funding strategies. This information was prepared October 1988 — contact specific funders for up-to-date information.

Federal

THE CANADIAN JOBS STRATEGY — EMPLOYMENT AND IMMIGRATION CANADA

(for more information contact your local Canada Employment Centre)

1. Job Development

Job Development is designed to enhance the employability of the long term unemployed through work experience and skills training. Most Job Development trainees are those who are out of work for 24 of the last 30 weeks or those in receipt of social assistance. The program offers employers a wage subsidy to hire and train workers. Businesses, community groups, municipalities, self-employed individuals and the voluntary sector can act as employers.

2. Job Entry

Job Entry provides training for young people, women re-entering the workforce, and severely employment disadvantaged persons.

3. Innovations

Innovations provides financial assistance for pilot and demonstration projects which test new solutions to labour market problems. Participation in the program is open to individuals, groups, businesses, educators and other organizations anywhere in Canada. Proposals may address regional concerns or labour market concerns but should show potential for generating lasting improvements in the labour market. Priority areas include training technologies such as computer-assisted learning and innovative bridging programs.

3. Skill Investment

Skill Investment is geared to workers whose jobs are threatened by changing technology and economic conditions. On and off-the-job training can be combined with work experience, with federal funding giving workers and employers financial support for up to three years.

4. Skill Shortages

In some areas of Canada, certain high demand skills may be in short supply. Skill Shortages provides financial assistance, up to three years, for both on and off-the-job training, and for both full and part-time training. Under the program, employers are partially reimbursed for wages during off-the-job training.

5. Community Futures

Community Futures helps communities hit by mass layoffs and plant closures. It also helps communities faced with chronic unemployment

1 Prepared with the assistance of Shawna Gnutel

and communities that are struggling with economic decline but which have permanent growth and development opportunities. Local committees evaluate community potential so that measures can be taken to diversify the local economy and create new jobs.

Provincial

1. The Ontario Ministry of Citizenship

77 Bloor Street West, 5th floor
Toronto, Ontario M7A 2R9
(416) 965-6621
(416) 965-7505

Community Grants Project

This program supports a variety of activities related to the cultural/multicultural mandate of the Ministry. The skills training program is intended to assist non-profit organizations in upgrading the technical, administrative and management skills of their staff and volunteers. Non-profit organizations whose primary objectives are to foster multicultural education/public awareness or provide exclusively multicultural programs/services to the community are eligible (municipalities are ineligible).

2. Ministry of Community and Social Services

2195 Yonge Street, 9th floor
Toronto, Ontario M7A 1G1
(416) 965-1433

This Ministry funds community agencies to provide pre-employment programs and services to sole support parents and disadvantaged youth.

3. Ministry of Skills Development

101 Bloor St. West, 11th floor
Toronto, Ontario M5S 1P7
(416) 924-8701

Ontario Basic Skills Training in the Workplace

Ontario Basic Skills in the Workplace training offers specific literacy and numeracy training in the workplace. It is designed for adults who have low academic levels/skills and may, therefore, be vulnerable to job redundancy and/or occupation stagnation.

Ontario Community Literacy Grants

The purpose of the program is to enhance the development and delivery of English or French community-based adult basic literacy (ABL) programs for Ontario residents. Non-profit community-based organizations are eligible to apply for on-going financial assistance to deliver ABL programs and/or to provide information and referral on all ABL programs (Stream A). Special projects designed to develop and enhance the delivery of community ABL programs can also be funded under this program (Stream B).

Ontario Skills

The purpose of Ontario Skills is to offset instructional costs for firms

in the training and retraining of their workers. This can be on-site or off-site training, and for either instructional/institutional or on-the-job training models. The funds from this program defray the employer's cost of training. The province funds only a portion of training costs. Projects might consider applying for funding to cover professional development costs.

Special Project Fund

The Special Project Fund will provide financial assistance to improve access to training. It will support projects developed, implemented and administered by eligible community groups.

4. Ontario Women's Directorate

480 University Ave., 2nd floor
Toronto, Ontario M5G 1V2
(416) 597-4500

The Community Grants Program finances innovative and creative community-based projects which enrich the social and economic and legal status of Ontario women. The OWD has established the following priority issues: employment equity, pay equity, family violence, education and training, the impact of technology, justice issues and child care. Individuals who have resided in Ontario for at least one year, and organizations that have been in existence for at least one year can apply for a grant.

Municipal

The following descriptions of those resources available in some cities across Ontario are intended only to illustrate the variety of types of assistance (and areas of concern) available at the municipal level. Please note that these descriptions apply only to these particular cities or regional municipalities.

Municipality of Metropolitan Toronto

Grants Officer
Department of Community Services
5th Floor, East Tower, City Hall
Toronto, Ontario M5H 2N1
(416) 392-5223
or
Coordinator, Multicultural Relations
Department of Community Services
5th Floor, West Tower, City Hall
Toronto, Ontario M5H 2N1
(416) 392-5882

Employment Opportunity Programs Funded by Ministry of Community and Social Services through Municipality of Metropolitan Toronto

1. Employment Support Initiatives
2. Adult Learning Centres
3. Work Assessment Program

4. Youth Employment Preparation
5. Employment Liaison/Job Developer

Limited support is available for any services that can be funded under a provision of another level or branch of government, or that in the opinion of the Municipality are entirely within the jurisdiction of those governments or the voluntary sector.

City of Etobicoke

Parks and Recreation Services Department
Civic Centre
Etobicoke, Ontario M9C 2Y2
(416) 626-4557

Non-profit community-based organizations serving Etobicoke are eligible for assistance. The city provides financial aid or limited-cost facilities, speakers, audio-visual materials, clerical assistance (limited), equipment loans, consultative services and professional resources.

Toronto Board of Education

c/o Bickford Secondary School
777 Bloor St. West
Toronto, Ontario M6G 1L6
(416) 393-1995 (Call your local Board of Education)
Teachers will be provided for ESL and numeracy training to community based groups. Minimum of 10 learners required.

City of York

Parks and Recreation Department
2700 Eglinton Avenue West
Toronto, Ontario M6M 1V1
(416) 653-2700 Ext.281

Provides a range of assistance to groups in the community. Resources such as consultative services, printing of materials, limited financial grants, space for meetings, and limited equipment use, are some of the various items that they can provide.

City of Thunder Bay

Corporate Development Officer
Corporate Development Department
City Hall, 500 E. Donald Street
Thunder Bay, Ontario P7E 5V3
(807) 623-2711 Ext. 2385

The City of Thunder Bay provides funds or other forms of financial assistance in limited amounts to community groups or organizations for education. The organization must show adequate evidence of efforts to seek financial support from the public and other levels of government, if applicable.

Other

Community Industrial Training Committees (CITCs)

These are committees defined either geographically or by industrial associations. Membership is comprised mainly of employers, with additional representation from a community college, a Canada Employment Centre, Boards of Education, apprenticeship counsellors, and labour unions. Their role is to advise the federal and provincial government on industrial training policies and priorities and to help in the dispersement of federal training funds. They can be located through a community college or MP's office.

United Way of Greater Toronto

156 Front St. West, 4th Floor
Toronto, Ontario M5J 1J3
(416) 979-2001

Venture Grants will be provided on a one year, pilot basis to provide start-up or bridging funds to allow unincorporated community based groups to develop responses to community needs. Only a limited number of grants are awarded. In the case of a few agencies, United Way offers program funding, providing financial support for a defined portion of the agency's total operation.

Community Initiatives funding is available to incorporated community groups.

Foundations and Corporations

Below is a description of three funders with a history of making contributions to training programs. Consult with the Canadian Centre for Philanthropy in Toronto and/or the **Canadian Directory to Foundations** and **Canadian Index to Foundation Grants** for further information.

Laidlaw Foundation

60 St. Clair Ave. East., Suite 203
Toronto, Ontario M4T 1N5
(416) 964-3614

The Laidlaw Foundation has supported both individuals and projects to enhance the development of health and social services. It has funded projects in the areas of literacy and bridging programs for immigrant women.

Levi Strauss & Co. (Canada) Inc.

80 Allstate Parkway
Markham, Ontario L3R 8X6
(416) 470-2777

Levi Strauss & Co. (Canada) Inc. makes grants in communities where the company has plants and distribution facilities, and to local organizations working within identified areas of interest. The Community Grants Program is designed to provide financial contributions to non-profit organizations to help alleviate social

problems in communities where Levi Strauss & Co. and it affiliates are located.

THE TRILLIUM FOUNDATION
15 Prince Arthur Avenue
Toronto, Ontario M5R 1B2
(416) 961-0194
1 (800) 263-2887

The goal of the Trillium Foundation is to help fund those voluntary social service organizations assisting people in Ontario whose lives have been affected by adverse social circumstances or disabling conditions. Organizations must have provided service for at least two years and demonstrate a history of and committment to volunteerism and to private sector fundraising.

V.A. 2. RESOURCES

Courses

The Canadian Centre for Philanthropy
74 Victoria Street E.,
Toronto, Ontario M5C 2A5
(416) 368-1138

Organizations

The Canadian Centre for Philanthropy
74 Victoria Street E.,
Toronto, Ontario M5C 2A5
(416) 368-1138

There is an extensive reference library, a monthly newsletter, special seminars and computerized foundation searches. Membership fees and charges apply to some services.

Grass Roots Brown Bag Lunch Network Meetings and The Brown Bag Papers Newsletter
c/o Ken Wyman and Associates,
366 Adelaide St. East, Suite 321,
Toronto, Ontario M5A 3X9
(416) 362-2926

Informal monthly gatherings of small groups concerned with fundraising and publicity

Social Planning Council of Metropolitan Toronto
950 Yonge Street,
Suite 1000,
Toronto, Ontario M4W 2J4
(416) 961-9831

Reports and staff available for consultation.

Publications

Canadian Directory to Foundations and ***Canadian Index to Foundation Grants***, Ed. by Allan Arlett and Ingrid van Rotterdam.

The **Directory** outlines the criteria and interests of every Canadian foundation (including several American foundations that give to Canadian charities). The **Index** examines each foundation grant, amounts received, and for what purpose. The Canadian Centre for Philanthropy and most public libraries should have copies.

Federal and Ontario Governments Employment Aid Handbook, Canadian Research and Publication Centre. Available at public and university libraries.

Fund Raising for Stability: Strategies for Community Fund Raising
Robert Doyle, Catharine de Leeuw, for the Committee of Planning and Coordinating Organizations (COPCO), 1987.Available from the Social Planning Council of Metropolitan Toronto.

The Grass Roots Fund Raising Book
Joan Flanagan, The Youth Project, 1000 Wisconsin Ave. N.W., Washington D.C. 20007

Grass Roots Fund Raising Journal
517 Union Ave. #206, Knoxville, TN 37902

A Guidebook to Fund Raising for Disabled Persons' Groups, Ken Wyman, The Secretary of State of Canada, 1988.

Handbook of Grants and Subsidies of Federal and Provincial Governments for Non-Profit Organizations, Canadian Research and Publication Centre. Available at most public and university libraries.

Missing the Mark: Government Spending on Income Support and Training in Toronto, Armine Yalnizyan, Social Planning Council of Metropolitan Toronto, 1988.

Resources for Community Groups, and ***KWIC Index to Your Ontario Government Services***, Ontario Ministry of Citizenship. Available from the Ontario Government Bookstore, 800 Bay Street, 5th floor, Toronto, Ontario M7A 1N8
(416) 965-6015 or 1-800-268-7540

Sources of Government of Canada Support to Voluntary Agencies, Voluntary Action Directorate, Dept. of the Secretary of State, Ottawa, Ontario K1A 0M5 (819) 994-2255
An index of federal grants as of 1987.

The Successful Volunteer Organization
Joan Flanagan, Beaverbooks, Ltd., 150 Lesmill Road, Don Mills, Ontario, M3B 2T5

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V.B. NETWORKING AND UMBRELLA ORGANIZATIONS [1]

Below is a selection of the many types of networking, governmental, and umbrella organizations available for consultation or membership. Names of community training programs have not been included — these can be obtained from your project officer and from many of the groups listed below.

This is not a comprehensive listing. For additional organizations check your local library or community information centre for directories such as:

- *Directory of Community Services*, produced in most cities in Ontario by local information centres
- *Newcomers Guide to Services in Ontario*, issued in many languages by the Ontario Ministry of Culture and Communications; available at the Ontario Government Bookstore, (416) 965-6015 or 1-(800) 268-7540

Advocates for Community-Based Training and Education for Women
801 Eglinton Avenue West,
Suite 301,
Toronto, Ontario
M5N 1E3
(416) 783-3590

Association of Community Information Centres In Ontario
9 St. Joseph Street,
Suite 310,
Toronto, Ontario
M4Y 1J8
(416) 925-9689

Canadian Congress for Learning Opportunities for Women
47 Main Street,
Toronto, Ontario,
M4E 2V6
(416) 699-1909

Central Neighbourhood House
349 Ontario Street,
Toronto, Ontario
M5A 2V8
(416) 925-4363

Centre for Spanish Speaking Peoples
582A College Street,
Toronto, Ontario
M6G 1B3
(416) 533-8545

Community Information Centre of Metropolitan Toronto
34 King Street E.,
Toronto, Ontario
M5C 1E5
(416) 863-0505

Cross-Cultural Communications Centre
965 Bloor Street W.,
Toronto, Ontario
M6H 1L7
(416) 530-4117

Handicapped Employment Program, Ministry of Labour
400 University Avenue, 10th Floor,
Toronto, Ontario
M7A 1T7
(416) 965-2321

Immigrant Women's Job Placement Centre
546A St. Clair AvenueW.,
Toronto, Ontario
M6E 1A5
(416) 656-8933

Jamaican-Canadian Association
1621 Dupont Street,
Toronto, Ontario
M6P 3S8
(416) 535-4476

1 Prepared with the assistance of Violet Alfred

Job Development Association
517 Wellington Street W.,
Toronto, Ontario
M5G 1V1
(416) 591-7151

Latin American Community Centre
9 Melvin Drive, Unit 9,
Weston, Ontario, M9L 1Y9
(416) 745-6239
or 745-2460

Ministry of Citizenship, Multiculturalism and Citizenship Division Ethnocultural Data Information
77 Bloor Street W.,
5th Floor,
Toronto, Ontario
M7A 2R9
(416) 965-5280

Ministry of Culture and Communications, Resource Centre
77 Bloor Street W.,
6th Floor,
Toronto, Ontario
M7A 2R9
(416) 965-6763

Movement for Canadian Literacy
9 St. Joseph St., Suite 304,
Toronto, Ontario
M4Y 1J6
(416) 925-3554

Native Canadian Centre of Toronto
16 Spadina Road,
Toronto, Ontario
M5R 2S8
(416) 964-9087

Native Women's Resource Centre
245 Gerrard Street E.,
Toronto, Ontario
M5A 2G1
(416) 963-9963

Ontario Association for Continuing Education
736 Bathurst Street,
Unit 11,
Toronto, Ontario
M5S 2R4
(416) 588-6323

Ontario Council of Agencies Serving Immigrants
579 St. Clair Avenue W.,
Suite 201,
Toronto, Ontario
M6C 1A3
(416) 657-8777

Ontario Federation of Labour
15 Gervais Drive,
Don Mills, Ontario
M3C 1Y8
(416) 441-2731
(also consult local labour councils)

Ontario March of Dimes
60 Overlea Boulevard,
Toronto, Ontario
M4H 1B6
(416) 425-0501

Ontario Metis And Non-Status Indian Association
369 Queen Street E.,
Suite 202,
Sault Ste Marie, Ontario, P6A 1Z1

Ontario Women's Directorate
480 University Avenue, Suite 200,
Toronto, Ontario
M5G 1V2
(416) 597-4500

Ottawa-Carleton Immigrant Services Organization
18 Rue Louisa Street,
3rd Floor,
Ottawa, Ontario, K1R 6Y6
(613) 238-4256

Portuguese Inter-agency Network
10 Major Street,
Toronto, Ontario
M5S 2L1
(416) 966-8696

Rexdale Women's Centre
925 Albion Road,
Toronto,Ontario
M9V 1A6
(416) 745-0062

St. Christopher House
761 Queen Street W.,
Toronto, Ontario
M6J 1G1
(416) 366-3571

St. Stephen's Community House
91 Bellevue Avenue,
Toronto, Ontario
M5T 2N8
(416) 925-2103

Silayan-Filipino Community Centre
418B Parliament Street, 2nd floor,
Toronto, Ontario
M5A 3A2
(416) 926-9505
or 968-2685

Social Planning Council of Metropolitan Toronto
950 Yonge Street,
Suite 1000,
Toronto, Ontario
M4Y 2J4
(416) 961-9831

Teachers of English as a Second Language Canada
P.O. Box 707, Station C,
Toronto, Ontario
M6J 3S1

Teachers of English as a Second Language Ontario
27 Carlton Street,
Suite 404,
Toronto, Ontario
M5B 1L2
(416) 593-4243

Times Change Women's Employment Centre
22 Davisville Avenue,
Toronto, Ontario
M4S 1E8
(416) 487-2807

Union of Ontario Indians
27 Queen Street E.,
2nd Floor,
Toronto, Ontario
M5C 2M6
(416) 366-3527

Vietnamese Association
8 York Street, 2nd floor,
Toronto, Ontario
M5J 1R2
(416) 368-1030

Women in Trades
c/o Times Change Women's Employment Centre
22 Davisville Avenue,
Toronto, Ontario
M4S 1E8
(416) 487-2807

Women Working With Immigrant Women
555 Bloor Street W.,
Toronto, Ontario
M5S 1Y6
(416) 531-2059

Woodgreen Community Centre
835 Queen Street E.,
Toronto, Ontario
M5M 1H9
(416) 469-5211

Working Women Community Centre
533A Gladstone Avenue,
Toronto, Ontario
M6H 3J1
(416) 532-2824
or 532-2825

Youth Employment Services
27 Maud Street,
Toronto, Ontario
M5V 2M6
(416) 366-2516

V.C. SAMPLE LETTER OF SUPPORT

SPRUCE COURT CO-OPERATIVE, INC.[1]
84-A Spruce Street, Toronto, Ontario M5A AJ1
(416) 923-3696

November 26, 1987

Attention: Michael Anderson, Job Development, CEIC
I am writing in support of the George Brown College/Bain Apartments Cooperative proposal to train fifteen women as housing renovators.

I am the manager of Spruce Court Cooperative which was built in two phases between 1913 and 1925. These older buildings need constant maintenance so I often search for people with good renovation skills. There is certainly a market for such workers.

As a woman working in the male-dominated trade of property management, I encourage any effort which allows women to enter the housing profession.

I also feel that Metro housing Cooperatives would be willing to further support this program by hiring these workers when they have completed their training.

Sincerely,

Jane Davidson-Neville
Coordinator

1 Reproduced with permission of Spruce Court Co-operative, Inc.

V.D. EXCERPT FROM FOURTH ANNUAL LABOUR MARKET AND TRAINING NEEDS ASSESSMENT [1]

Summary and Highlights

The fourth annual Metropolitan Toronto and York Region Training Needs Assessment details employment characteristics in selected industries located in Metropolitan Toronto and the Region of York. The report identifies the occupations where growth in employment is expected in 1988, occupations where skilled workers are in short supply and workers whose skills require upgrading. In addition, the survey reports on employers' plans to adopt new technology and/or new products, and the impact on employment that may be expected from these changes.

Occupational Growth

The firms surveyed reported a greater than 10% growth in the number of staff employed for 18 different occupations.

The most striking increases in employment between 1986 - 1987 were reported for the following:

- Electronic Engineering Technician (24.8%)
- Architectural Draughtsperson (17.6%)
- Mould Maker (17.8%)
- Systems-Software Programmer (13.1%)
- Combination Welder (12.5%)

A projected employment growth of greater than 10% for 1988 was reported for 14 occupations surveyed. They include:

- Electronic Data-Processing Equipment Sales Reps. (19.1%)
- Commercial and Industrial Equipment Sales Reps. (15.8%)
- Business Programmers (13.5%)

Labour Shortage

Employers identified a shortage of skilled workers in the external labour market for 22 of the occupations surveyed. Particularly acute shortage of Tool and Die Makers and Mould Makers were identified. Shortages of All Around Upholsterers, Major Appliance Repairers, and Computer Operators were also cited. Follow-up surveys of firms contacted in 1986 discovered that Aircraft mechanic, Cabinet Makers and Cable T.V. Installers were also in short supply.
[etc.]

1 Excerpt from Joint Project of the Metropolitan Toronto Community Colleges and the Metropolitan Toronto Community Industrial Training Committees, *Fourth Annual Report of the Metropolitan Toronto and York Region Labour Market and Training Needs Assessment*, April, 1988, i

V.E. 1. LABOUR MARKET SURVEY QUESTIONNAIRE [1]

_____

Name of Agency

_____

Survey Title

_____

_____

Please check that the name and address we have used is correct, if corrections are required please indicate below:

Name of Employer: _____

Address: _____
No. Street Unit/Suite

_____
City Province Postal Code

Contact Person: _____ Position: _____

Telephone: ( ) _____ - _____ Date of completion: _____/ ____/ ____/
month day year

Total number of employees at this location: Full-time _____

Part-time _____

Please indicate the industry and main business activity your organization is involved in:

_____

_____

Examples: Automotive parts, manufacturing
Furniture and Fixtures, wholesale
Insurance agent, Life

For more information Call: _____

_____

_____

office use only

sic: _____ control number: _____

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V.E. 2. LABOUR MARKET SURVEY QUESTIONNAIRE

DESCRIPTION		II EMPLOYMENT PROFILE		III CURRENT REQUIREMENTS				IV FUTURE REQUIREMENTS			V COMMENTS
1		2	3	4	5	6	7	8	9	10 11	
CCDO Code / OFFICE USE ONLY	Job Title or Occupation (insert title and a brief description of job)	Number Currently Employed	Number Hired in Last 12 Months (include turnover)	Current Vacancies: Number of Vacancies	Current Vacancies: Difficulty Hiring Y = Yes N = No U = Unknown	Skills Upgrading: Number of Employees requiring upgrading	Skills Upgrading: Nature of Skills Required	Number of Expected New Hires Over next 12 Months due to: Growth (Expansion of workforce)	Number of Expected New Hires Over next 12 Months due to: Replacement (Turnover, Retirement or Promotion)	Entry Level Wage Per Hour $	
	FT										
	PT										
	FT										
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	PT										

FT = Full Time, more than 24 hours per week
PT = Part Time, 24 hours or less per week

(Exclude current vacancies)

Please convert salaried personnel to hourly equivalent

V.E. 3. LABOUR MARKET SURVEY QUESTIONNAIRE

A COMPANY-SPECIFIC-CHANGES

Over the next twelve months will your company be introducing changes in any of the following areas.

1a. Introduce new equipment: Yes ( ) No ( )
If yes, please describe the occupations that will be most affected and new skills that will be required: _____

_____

_____

1b. Introduce new processing techniques or materials: Yes ( ) No ( )

If yes, please describe the occupations that will be most affected and new skills that will be required: _____

_____

_____

1c. Introduce new products or services: Yes ( ) No ( )
If yes, please describe the occupations that will be most affected and new skills that will be required:

B IMPACT OF TECHNOLOGY ON YOUR INDUSTRY OVER THE NEXT THREE YEARS

2a. To what extent do you expect technology or changes relating to technology to impact upon your industry during the next three years?

1	2	3	4	5
No Impact	Minimum Impact	Moderate Impact	Substantial Impact	Very Substantial Impact

2b. To what extent will these changes affect employment in your industry during the next three years?

1	2	3	4	5
Substantial Decrease in Employment	Moderate Decrease in Employment	No Impact	Moderate Increase in Employment	Substantial Increase in Employment

2c. Please list the occupations most likely to be affected: _____

_____

_____

_____

_____

C OTHER COMMENTS

Any comments on other factor that will be affecting employment, occupational skills and training requirements in your company or industry? _____

_____

_____

THANK YOU FOR YOUR ASSISTANCE

V.F. LEARNING PROCESS TOOL FOR STUDENTS [1]

1. How do you usually learn best? (Check one)
   - ___ From working on my own and taking my own time
   - ___ From an instructor's lecture
   - ___ From an instructor who worked individually with me
   - ___ From working in a small group of people I feel comfortable with
   - ___ From seeing practical applications
   - ___ From following written directions
   - ___ From a small group of people with an instructor available to answer questions
   - ___ Other_____

2. If you have barriers to overcome that effect your learning, what are they? (Check as many as you want.)
   - ___ Financial
   - ___ Study skills not good
   - ___ Not really interested in doing this, but felt I had no choice
   - ___ Transportation
   - ___ Lack of energy
   - ___ No one to talk to about my decision to go back
   - ___ Daycare
   - ___ Lack of self confidence
   - ___ Family and/or friends not supportive of my decision to go back
   - ___ Physical and health problems
   - ___ Fears and anxiety
   - ___ Other_____

3. What kinds of skills do you need to learn or re-learn, to help you with your courses? (Check as many as you want.)
   - ___ How to read better
   - ___ How to express myself in speaking
   - ___ How to relax, stay calm
   - ___ How to evaluate or judge myself
   - ___ How to pay attention for longer periods of time
   - ___ How to solve problems
   - ___ How to concentrate
   - ___ How to value myself
   - ___ How to study
   - ___ How to stay aware that I belong in the Programme
   - ___ How to follow someone else's direction
   - ___ How to make the course fun for myself
   - ___ How to express myself better in writing
   - ___ How to plan time for studying
   - ___ Other_____

4. What most helps your learning? (Check as many as you want.) Rank in order of importance, 1-2-3-etc
   - ___ Having my own routine
   - ___ Talking with others while learning
   - ___ Being able to take my time
   - ___ Having someone to push me
   - ___ Having fun while learning

1 reproduced with permission from Carol Brooks. From her *Instructor's Manual: Working with Female Relational Learners in Technology and Trades Training*, Ministry of Skills Development, 1986

___ Being able to practice what I'm learning
___ Getting support and encouragement from instructors &/or people at home
___ Other_____

5. Think of three things you have enjoyed learning; they can be anything and don't have to be related to school. What are they and why did you enjoy them?
1._____
2._____
3._____

6. What occurs to you first when you are learning something? (Check one)
___ Remembering something you did once that was similar
___ Thinking up a picture of how something ought to be
___ Getting as much information as you can about what you have to learn

7. What is the easiest part, or stage, of learning for you? (Check one)
___ Beginning something
___ Working on the details and practicing
___ Completing something
___ Other_____

8. What is the most difficult part, or stage, of learning for you? (Check one)
___ Beginning something
___ Working on the details and practicing
___ Completing something
___ Other_____

9. In putting something together, I (Check one)
___ Read instructions first, then look at the pieces
___ Look at the pieces, then read the instructions
___ Go back and forth between instructions and putting pieces together
___ Look at the instructions but make up my own way of putting the pieces together
___ Try to put pieces together first, then if it doesn't work, look at the instructions
___ Other_____

10. What are you **most** aware of when you are in class? (Check one)
___ What I'm working on
___ How I'm feeling that day
___ What I don't understand
___ How much I'm learning
___ What my children are probably doing
___ What my assignment will look like when I finish
___ What is going on in the room around me
___ Other_____

11. When you have worked on something and still haven't quite got it, how do you feel? (Check one)
___ Restless
___ Determined
___ Stuck
___ Patient
___ Confused
___ Challenged

___ Impatient
___ Depressed
___ Other_____

12. In what order do the following skills come in your learning process? (Rank 1-2-3)
___ Thinking
___ Assessing, evaluating
___ Doing

13. How do you best learn mechanical or technical things?
___ Tinkering
___ Having someone explain it to me
___ Reading instructions
___ Watching someone work, then doing it myself
___ Other_____

14. How do you best learn ideas and theories? (Check one)
___ Talk about them
___ Working on applying them
___ Reading about them
___ Figuring out how they relate to me and my life
___ Other_____

15. When is it important to you to be able to talk about what you are doing?
_____
_____
_____

16. How do you know when you have really learned something? (Check one)
___ I feel comfortable doing it again
___ I show or tell my family and friends what I can do
___ I want to move on to learn something new
___ Other_____

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